

CLASS – VI
LESSON PLAN
CHAPTER-3: MOTION OF THE EARTH

Unit	Geography (Chapter 3: MOTION OF THE EARTH)
Class Transaction	Total: 5 periods (approx. 40 min each)
Pre-requisite for the course	The facilitator will ask few questions to introduce the topic: 1. What is the shape of earth? 2. What do mean by axis?
Assessment of qualifying knowledge	1. Written test 2. Group Discussion 3. HW notebook
Objective	Given the content the learner will be able to understand the two types of motions of the earth their importance with 90% accuracy
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know and understand</i> • What is the shape of earth? • What do mean by axis? • Why does half of the earth experience day? • How much time will the earth take to complete one rotation/? <u>SKILLS AND COMPETENCIES</u>- <i>Students would be able to</i> • Critically analyses facts related earth, its rotation and revolution and what is its importance. (Communication, Collaboration) Differentiation- Difference between Summer Solstice with Winter Solstice
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Active learning- Teacher will start the session by just talking about basic knowledge of Earth. Group learning- The class will be divided in the group of 5 students. <i>Circle the Sage</i>- The question will be asked by the teacher about the Earth and its axis. (Communication, Collaboration) <i>Introduction of the topic</i>- PPT and Digital Content would be shared <i>Guided practice followed by Independent Practice</i>- Related 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 reading, collaborative learning, Research work
Resources	Text Book: NCERT text book for Social Science.
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	Oral Test (5 minutes)
Addressing Classroom Diversity	It's a different classroom today: As the kids are from different socio-economic background, so are their needs, demands and aspirations. Today all kinds of students including the gifted, the average and the differently able are mainstreamed into one class. So, the teaching learning process must be devised in such that can cater to the needs and aspirations of students of abilities . The following techniques can be used for different groups: <i>For gifted students:</i> • Higher order questions to be done • Preparing a debate • Making PPT • Designing an exhibit • Writing a report • Preparing a talk • Encouragement for referring other resources

	<i>For weak students:</i> • Basic understanding questions to be completed • Buddy help to be provided • Provide grade-up classes • Making a Chart/diagram/poster/ flashcards <i>For differently abled students:</i> • Ignore spelling mistakes and formulae, if not written • Call parents at regular intervals • Provide grade-up classes
Assessment Questions	1. Compare Summer Solstice with Winter Solstice. 2. What would happen if the axis of the Earth becomes vertical? 3. How does a leap year occur and explain why leap year comes after every four years? 4. Distinguish between rotation and revolution. 5. How are seasons caused?
Marks	The weightage would be given by CBSE.

CLASS – VI
DAY WISE CONSOLIDATED LESSON PLAN

SUBJECT: GEOGRAPHY
SESSION: 2019-20

DAY 1	Topic- Earth, Orbit and Rotation.
Class Transaction	40 min each)
Pre-requisite for the course	This topic requires Basic knowledge about the Earth's orbit, it's rotation.
Assessment of qualifying knowledge	Facilitator asks the students to write about: • What is the shape of earth? • What do mean by axis? • Why does half of the earth experience day? • How much time will the earth take to complete one rotation/?
Objective	Student will be able to understand the concept of day and night.

Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know and understand why The Earth rotates and what is its importance.</i> <u>SKILLS AND COMPETENCIES</u>- <i>Students would be able to</i> • Critically analyses the concept of day and night. • Discuss the terms – Orbital plane, Axis, Rotation, Equinox, etc. collaboratively
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Discussion with teacher, think pair and share. (Collaboration) <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 reading, collaborative learning, Research work/surveys
Resources	Text Book: NCERT text book for Social Science.
Closure	Involving students in summarizing by asking them to prepare questions based on the topic.
Self-Study, Home Work, Assignments	Independent Practice: Questions related to topic covered in the class.
Assessments	Oral Test (5 minutes)

DAY 2	Topic- The Earth and its seasons
Class Transaction	40 min
Pre-requisite for the course	This topic requires Basic knowledge of: • Circle of illumination

	• The period of rotation is known as the earth day • What is the importance of rotation? • Which line divides the day and night on the globe? • What would happen if the earth did not rotate?
Assessment of qualifying knowledge	Teacher will make the diagram of revolution of the earth and seasons.
Objective	Given the content (topic) the students will be able to understand about elliptical orbit, revolution, changes brought revolution.
Learning Outcomes	KNOWLEDGE- <i>Students will know and understand :</i> The earth is inclined in the same direction . A year is divided into summer, winter, spring, autumn seasons .and the seasons change due to changes in the position of the earth around the sun. they will also understand about summer solstice and winter solstice.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Guided practice: Students will be told to make table of summer solstice and winter solstice. (Collaboration) Techniques to be used: Quiz Daily Practice Problem Student -teacher interaction, silent/ loud reading, collaborative learning, Research work/surveys
Resources	Text Book: NCERT text book for Science.
Closure	Involving students in summarizing by asking them to prepare questions based on the topic.
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	Oral Test (5 minutes)
Marks	The weightage would be given by CBSE.

DAY 3	Topic- Meridians, Longitudes and its features
Class Transaction	approx. 40 min each
Pre-requisite for the course	This lesson requires basic knowledge of revolution and the seasons.
Assessment of qualifying knowledge	Facilitator will ask the students to write the difference between revolution and rotation.
Objective	Given the content (topic) the students will be able to understand the importance of longitude in our daily life.
Learning Outcomes	<u>KNOWLEDGE-</u> <i>Students will know and understand</i> Students will be able to • Discuss the importance of <i>rotation and revolution</i> • Importance of longitudes in our daily life. <u>SKILLS AND COMPETENCIES-</u> <i>Students would be able to</i> • Critically analyze the in which month the days are the shortest. Communication and Collaboration.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Questioning- <i>Multiple level question-</i> Teacher will prepare a list of questions based on the topic and will ask these questions during discussions. (Critical thinking, Communication) <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 <i>Guided practice followed by Independent Practice-</i> NCERT questions to be discussed in the classroom. Techniques to be used: Quiz Daily Practice Problem

	Questioning Student -teacher interaction, silent reading, collaborative learning,
Resources	Text Book: NCERT text book for Social Science.
Closure	Summarization by students.
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	Oral Test (5 minutes)

DAY 4	Topic- Difference between Standard and local time
Class Transaction	(approx. 40 min each)
Pre-requisite for the course	This lesson requires basic knowledge about why we have difference in time all over the world.
Assessment of qualifying knowledge	The following questions will be asked by the students: • What is the difference between the location of Tonga Island and Mauritius Island? • Are they located on same latitudes? • Then how they are different?
Objective	Given the content (topic) the students will be able to understand about different time zones.
Learning Outcomes	<u>KNOWLEDGE-</u> <i>Students will know and understand</i> Students will be able to • Aware of the different time zone. • Difference between standard and local time.

Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- (Critically analyses) Active learning- Record the timing of sunrise and sun set of your place taking help from local newspaper on 21st of each month and answer the following - In which month are the days the shortest? - In which months are the days and nights nearly equal? <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 reading, collaborative learning,
Resources	Text Book: NCERT text book for Social Science.
Closure	Summarization by students with the help of diagrams.
Self-Study, Home Work, Assignments	Independent Practice: Questions related to the topic done in the class.
Assessments	Oral Test (5 minutes)