

CLASS – VII
LESSON PLAN GEOGRAPHY
CH.-5: WATER
SESSION: 2019-20

Unit	Geography Ch-5 Water
Class Transaction	Total 4 periods (approx. 40 min each)
Pre-requisite for the course	1. When you think of water, what images come to your mind? 2. Children love to float paper boats in rain puddles. 3. By noon the puddles vanish. Where does the water go? 4. Water leaves our earth? 5. What is water cycle?
Assessment of qualifying knowledge	1. Written test 2. Group Discussion 3. UT Plan
Objective	Student will be able to: • Classify distribution of major water bodies. • Find the cause behind the origin of waves, tides and ocean current and their effects. • Realize the importance of water conservation
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know and understand</i> 1. The continuous circulation of water among the hydrosphere, atmosphere and lithosphere called hydrological cycles. 2. Waves are formed in the oceans or seas when wind blows across the water surface. 3. Amount of salt present in the sea water is salinity. 4. When the rain water is soaked by ground is called ground water. 5. Enormous sea waves, caused due to undersea earthquake or volcanic eruption, which cause tremendous destruction in coastal areas. <u>SKILLS</u>- <i>Students would be able to</i> 1. The movement of ocean water takes place through waves, tides and ocean currents 2. The two extreme positions of the high and low tide are called the spring and neap tides respectively. 3. Warm currents flow from the equatorial region towards the poles, while cold currents flow from the poles towards the equator.
Transaction Methodology	Transaction would proceed in the following manner- DOL 1,2,3

(The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	<i>Introduction of the topic-</i> ppt and Digital Content would be shared Day 1 1.The class will be divided into three groups 2. Each group will be given one movement of the ocean -: waves, tides and currents. 3. Children will sit in groups and study about the given topics Day 2 1.First group will come and discuss about the topic tides 2.Various types of tides 3.What are causes of tides 4.Teacher will intervene to explain the causes with the help of diagrams 5.Questions will be asked by the teacher for evaluating the level of understanding Day 3 1.2nd and 3rd will come and give presentation on waves and currents 2.They will explain various types of currents and causes 3.Teacher will summarize the topic 4.Closure <i>Guided practice followed by Independent Practice-</i> NCERT questions to be discussed in the classroom. Techniques to be used: Quiz Explanation with the help of diagram Flow Chart MCQ Peer Assessment Any Other
Resources	Text Book: NCERT text book Ppt based on the chapter
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 (critical thinking)5-7 Marks each HALF YEARLY EXAMINATION (critical thinking) 20 Marks ANNUAL EXAMINATION (critical thinking) 20 Marks INTERNAL ASSESSMENT 20 Marks • Subject Enrichment Activity 10 Marks (creativity and collaboration) • Note Book Submission 05 Marks + HW Notebook 05 marks Through various test students critical thinking, creativity and collaboration skills will be enhanced.
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> • HOTS questions to be done • Encouragement for referring other resources <i>For weak students:</i> • Knowledge based 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.
Assessment Questions	• What is Hydrological cycle? • What are the major sources of fresh water? • What is meant by salinity of the ocean? • What are the three types of movement of ocean water? • Compare between spring and neap tides.

CLASS – VII GEOGRAPHY
DAY WISE CONSOLIDATED LESSON PLAN
CHAPTER- 5 WATER

DAY	ONE
Objective	Given the content (chapter) the learners will be able to - To understand the water cycle and how is it caused. - To understand the formation of waves.
Assessment of qualifying knowledge	The students are aware of the concept of hydrosphere and water cycle
Learning Outcomes	KNOWLEDGE- Students will know - Recall the concept of water cycle. - Enlist major distribution of water bodies. - State the cause behind origin of waves SKILLS and COMPETENCIES Students would be able to Critically analyze the importance of Water on earth - Identify major seas and oceans on the world map. Develop Global Citizenship.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- DOL 1,2,3 Anticipatory Set - The topic will be introduced with the help of a video on hydrological cycle. Further with the help of a pie chart the distribution of fresh water and saline water will be interpreted and a discussion in the class will be held on the scarcity of fresh water when earth is known as a blue planet. Wipro Technique: Brain storming, flow chart, (KWL- What you Know, What you will Learn, What you have learned), Group work by presentation. Activity : - The difference between sea and ocean will be discussed in the class. - Map activity will be conducted by projecting the world map showing major oceans and seas around the world. - The teacher will introduce learners to the concept that “ ocean waters are in motion constantly” and its reasons. - Relate the causes of movement to formation of waves, tides and currents. - Discuss about waves and compare it to Tsunami along with the case study. Students will sit together and in Collaboration they will discuss the topic given to them Guided Practice- Spiral Level- 1- Questions topic wise Closure- Summarisation by students with the help of mind map on their own.

Resources	- Text Book: NCERT text book - PPT - Atlas, World Map.
Self Study, Home Work, Assignments	Guided Practice: NCERT Questions Independent Practice: Students would do the given questions in their H.W. notebooks as mentioned in the monthly planner.
Assessments	Oral Test (5 minutes) - What is Hydrological cycle? - What are the major sources of fresh water? - What is meant by salinity of the ocean? - Why there is scarcity of water when earth is known as a blue planet. - How are Tsunamis caused? How is it different from waves?

DAY	TWO
Objective	Understand the cause and effect of Tides
Assessment of qualifying knowledge	<u>RECAP: Waves</u>
Learning Outcomes	<u>KNOWLEDGE-</u> <i>Students will be able to -</i> - Explain tides and the cause behind the origin of tides. - Compare between spring and neap tides. - Enlist the various importance of tides. <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> Critically analyze the causes behind the origin of Tides Creativity – will be able to depict the tides diagrammatically Develop Global Citizenship by knowing the case studies of rise and fall of tides in various regions
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- DOL 1,2,3 Anticipatory Set - The teacher will introduce tides by taking example of Haji Ali to introduce high and low tides. Wipro Technique: Brain storming, flow chart, (KWL- <i>What you Know, What you will Learn, What you have learned</i>), Group work by presentation. Activity : - The teacher will explain the reason behind the occurrence of high and low tides and the difference between spring and neap tides. The teacher will discuss various uses of tides. Guided Practice- Knowledge based Questions topic wise Closure- Summarization by students with the help of mind map on their own

Resources	- Text Book: NCERT text book - PPT - Atlas, World Map.
Self Study, Home Work, Assignments	Guided practice : NCERT questions Independent Practice: Students would do the given questions in their H.W. notebooks as mentioned in the monthly planner.
Assessments	Oral Test (5 minutes) - What are tides? How are they caused? - Why is the gravitational pull of the Moon on earth is stronger than that of the Sun?

DAY	THREE
Objective	Understand the cause and effect of ocean currents
Assessment of qualifying knowledge	Recap - Tides
Learning Outcomes	<u>KNOWLEDGE</u> - <i>Students will know</i> - Define ocean currents. - Explore effects of ocean currents. Locate major warm and cold ocean currents on world political map. <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> Critically analyze the importance tides in human activities. - Develop global citizenship by understanding various case studies in various regions
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- DOL 1,2,3 Anticipatory Set - Learners will be briefed about ocean currents with the help of the map in the textbook Wipro Technique: Brain storming, flow chart, (KWL- What you Know, What you will Learn, What you have learned), Group work by presentation. Activity : - Warm and cold ocean currents will be discussed along with their movement - The influence of ocean currents on the climate will be recapitulated and economic activities will be discussed. - Students will locate major warm and cold ocean currents on the world political map. Guided Practice- Knowledge based Questions topic wise

	• Closure- by students with the help of mind map on their own. • Independent Practice- Understanding based questions topicwise
Resources	• Text Book: NCERT text book • PPT • Atlas, World Map.
Self Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their H.W. notebooks as mentioned in the monthly planner.
Assessments	Oral Test (5 minutes) • What are oceanic currents? • Where do we find cold and warm ocean currents. • What are the effects of ocean currents.

DAY	FOUR
Objective	<u>Realize the importance of Water Conservation</u>
Assessment of qualifying knowledge	• Recap of the whole chapter
Learning Outcomes	• <u>KNOWLEDGE</u>- <i>Students will know</i> Amount of water present on earth and availability of fresh water Causes of fresh water shortage Measures for conservation • <u>SKILLS and COMPETENCIES</u> <i>Students would be able to</i> Critically analyze the importance of conserving water as a resource Collaboration - students will sit together and in Collaboration they will discuss the topic given to them
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- DOL 1,2,3 Anticipatory Set Fresh water is a vital but scarce natural resource. Write some ways in which you can optimize the use of water in your home and in School. • Wipro Technique: Brain storming, flow chart, (KWL- What you Know, What you will Learn, What you have learned), Group work by presentation. Activity : students will sit together and in Collaboration they will discuss the topic given to them
Resources	Text Book:

	NCERT text book for Economics
Self Study, Home Work, Assignments	Independent Practice: Students would make their own short questions from the chapter for a revision quiz.
Assessments	Oral Test (5 minutes) Students will respond to the open ended question on the basis of their group discussions