

TOPIC :WATER O' WATER

<u>Pre-content/ Content / Post-Content</u>	<u>Learning outcomes / Objectives</u>	
	<u>General</u>	<u>Specific</u>
<u>PRE-CONTENT</u> Brainstorming session and interactive discussion will be taken up in which previous knowledge will also be tested by asking following questions : Q a) How will you survive without water ? b)What can you do to save water ?	Students will be able to • recall and list various sources of water	Students will be able to • distinguish between natural and man-made sources of water.
<u>CONTENT</u> • Storage of water	• analyse the containers used to store water	• draw and label the containers to store water.
<u>POST CONTENT</u> • Importance of rain	• explore the different ways to conserve water	• justify and appreciate the need for conservation of water.

HOMEWORK / ASSIGNMENT

1. Work exercises from the “ N.C.E.R.T EVS Textbook-Looking Around “
2. Practice assignments given in the class.

Teacher's Activity	Student's activity	Teacher's observation and Remedial
Teacher will take up the brainstorming session and ask questions and further she will introduce the topic by asking students the different sources of water they know.	Students will participate in the brainstorming session and answer the questions asked by the teacher and then will differentiate these sources into natural and man-made sources with the help of the teacher. Also they will paste the pictures of natural and man-made sources of water in their notebooks.	
<u>ANNEXURE 3(A)</u> - introduce the topic by conducting a small activity to make different containers of clay and make them understand that different containers made of different materials are used to store water. - take a paper and fold it in the middle. Now unfold it and put some drops of different colours on it. Fold the paper again and press it. Unfold the paper. Look what you have made!	<u>ANNEXURE 3(a)</u> - participate in the activity and will make different containers made of clay. They will also understand the property of liquid that it has no shape of its own. - perform the activity and write their observations. Worksheets will be done in notebooks as well.	
divided in to groups for making poems on water conservation	make poems on water conservation.	

Teaching aids: pastel sheets,ICR, textbook, different containers,steel plate, pictures,material required for experiments.

Methodology/Innovative Methods : Deductive Activity Method , Brainstorming

Interdisciplinary Links- Linked with Real life, art , language

HOD

COORDINATOR

HEADMISTRESS

PRINCIPAL

ANNEXURE 3 A& a
DO I HAVE A SHAPE?

Subject	Environmental Science
Class	III
Chapter/Unit	Water O' Water
Topic	State of water
Time	35 minutes
Nature of Activity	Group

What will I learn (Learning Outcome)? To show that water does not have its own shape.

Skills: Understanding, Analyzing and Creative thinking

What I have to do? Make different types of containers using clay.

What do I require? Clay and Water

What do I need to know? Water does not have any specific shape.

Teacher's Activity

Teacher will ask the students to:

1. take a piece of clay and make different types of containers with different shapes as made on the board.
2. pour water in those containers

How will I proceed?

Student's Activity

Students will

1. make different containers of clay as guided by the teacher.
2. pour water in it.
3. observe the shape of water in different containers.

What have I observed?

S.No	Shape of the container	Is it different from the previous one?

What have I learnt?

Water does not have its own shape. It takes the shape of the container.

What am I curious to learn?

Let us learn why doesn't water have any definite shape.

Let me evaluate myself

1. Which is the main source of water on the Earth?

2. Draw and write the names of any two containers used to store water in our houses.

3. Suggest any two ways to save water.

4. Water can occur in three states. Draw and name them.

5. If you put a ball in a square shaped container, will the shape of the ball change? Give reason for your answer.
