

Topic: Every Drop Counts

Pre-Content/content Post-Content	Learning Outcome/Objectives	
	General	Specific
<u>Precontent</u> Students know water is very important for all living things.	Students will be able to:	Students will be able to:
Content: - Sources of water - Water Cycle - customs and festivals related to water - Water Pollution	- List the different sources of water. - Explain the process of water cycle in nature. - List the customs and festivals related to water in different states of India. - Analyze the different pollutants of water.	- differentiate between natural and man- made sources of water. - comprehend the structure of stepwells and their importance in ancient times. - identify various forms of water present in nature. - list the various steps involved in the water cycle. - analyze how clouds are formed and how we get rain. - relate the water cycle with nature. - understand the customs and traditions related to water with some festivals of India. - illustrate the reasons for contamination of water
Post-content: Methods of water conservation	identify and appreciate the concept of rainwater harvesting	understand the methods of rainwater harvesting in ancient times.

Home Work /Assignments: Read the lessons and complete the exercises discussed in the class.

Try the simple experiments given in the book with water to learn its properties.

Bring an old water bill for class activity.

Complete the Question/ Answers and assignments given in class.

AND PROGRESS

MONTH : JULY

CLASS : V

Teacher's Activity	Students' Activity	Teacher's Observation and Remedial action taken
Teacher Will:	Student Will:	
- show pictures of different water bodies to the students in the ICR and ask the students to identify the different sources. - explain the structure of stepwells in ancient times by showing a film clip of Jaisalmer. - Conduct simple experiments in theclass to explain the steps involved in the water cycle. - corelate various customs and festivals to water by giving examples Experiential Learning Annexure 6 A - illustrate the effects of water pollution on aquatic plants and animals by performing activity.	- identify and name the different water bodies shown in the ICR. - find out and discuss about the structure of stepwells found in Jaisalmer and will answer question given on page 54. - draw a diagram of the water cycle. - gather information on the customs and festivals related to water Experiential Learning Annexure 6 a - perform an activity and deduce that oil pollution in water damages aquatic life.	
explain different methods of rainwater harvesting	interpret the significance of rainwater harvesting	

Teaching Aids: Picture of – Different sources of water, Water cycle, Model of rainwater harvesting plant.
 Methodology/Innovative Methods: Discussion, Audio Visuals, Demonstration, Activity and project based
 Interdisciplinary Links History- The uses storage and conservation through the ages from ancient days till the present day.

Coordinator

HOD

Vice-Principal/HM

Principal

Annexure 6 (A & a)

Activity Number-6

Pollution Kills, Clean the Spills

<u>SUBJECT</u>	<u>EVS</u>
<u>CLASS</u>	<u>V</u>
<u>CHAPTER</u>	<u>EVERY DROP COUNTS</u>
<u>TOPIC</u>	<u>IMPACT OF OIL SPILLS ON WATER BODIES</u>
<u>TIME</u>	<u>40 MINUTES</u>
<u>NATURE OF ACTIVITY</u>	<u>GROUP ACTIVITY</u>

What will I learn ? (Learning Outcome) : To infer that oil pollution in water damages aquatic life.

Skills- Analyzing and Applying

What I have to do ? :

- work in group
- exhibit team spirit
- infer information
- recapitulate and associate previous knowledge to new situation

What do I require ?:

A few feathers, some vegetable oil, a trough/pan, some water, some liquid cleaner, a few toothbrushes, a hair dryer.

What do I need to know ? :

About different types of pollution.

Teacher's Activity : Teacher will:

1. explain the concept and impact of oil spills
2. divide the students in 10 groups of 4 students each.
3. provide instructions to perform the activity step by step.

.How will I proceed ?

Students' activity:

Students will:

1. fill half of the trough/pan with tap water.

2. examine a bird feather and record the observations in the observation chart.
3. drop the feather into pan of clean water. Shake it off. Allow it to dry completely. Drop the feather into a pan of clean water once again and again record the observations in the observation table.
4. pour some vegetable oil in the water. Drop a bird feather into a pan of water with oil. Record your observations.
5. try to clean the oil of the feather by using cleaner or by just scrubbing with the toothbrush. Allow the feather to dry. Drop the cleaned dried feather into a pan of water and again record the observations.

What have I observed ? :

While experimenting, I recorded the following observations

S. No	Feather in Oil/ Water	Observations
1	Examine a bird feather	
2	A feather dipped in water	
3	A feather dried after being dipped in water	
4	A feather dipped in oil	
5	A feather dried after being dipped in oil	
6	Does the cleaned, dried feather dropped into a pan of contaminated water with oil, float when put back in the tap water	

What have I learnt ? :

- Oil pollution in water is dangerous to Aquatic life.
- Healthy feathers, those not contaminated by oil, float on water.
- The feather dipped in water, contaminated with oil, will not float on the water so easily, rather the feather will be droopy and weighed down by oil.
- When the feathers of birds are weighed down by oil, birds cannot fly.

What am I curious to learn

Let us find out-

- Where oil spills take place

- Why oil spills happen

Let me evaluate myself

Q1. Which is the biggest oil spill in history?

Q2. How do oil spills cause pollution?

Q3. Write about the dangers the birds would face due to oil pollution.

Q4. What would happen to aquatic birds when they visit water body which is contaminated by oil?
