

<u>Pre-content/ Content / Post-Content</u>	<u>Learning outcomes / Objectives</u>	
<u>PRE-CONTENT</u>	General	Specific
	Students will be able to • recall types of magnets .	Students will be able to • recall the discovery of magnets.
<u>CONTENT</u> • Magnetic and non-magnetic materials • Effects of Magnet • Properties of Magnets • Magnetic Compass • Demagnetization	• identify magnetic and non-magnetic materials. • conceptualize the effect of magnetic force. • observe the attractive and directive property of magnets. • apply the knowledge in finding directions with compass • recall demagnetization	• differentiate between magnetic and non – magnetic materials. • comprehend the concept of magnetic force. • recall the properties of magnet. • recall the use of magnetic compass • analyse various methods by which magnets lose their magnetism.
<u>POST CONTENT</u> Uses of Magnets	apply the concept in our daily life.	recall the uses of magnets

HOMEWORK / ASSIGNMENT

1. Work exercises from the “ N.C.E.R.T Science Textbook “
2. Practice assignments from work book

Teacher's Activity	Student's activity	Teacher's observation and Remedial
Teacher will take up the brainstorming session and previous knowledge of the students will be tested by showing different examples of sticking things to each other without the use of fevicol.	Students will participate in the interactive session and observe the examples shown by the teacher. Students will be able to relate the facts.	
conduct an activity in which it will be shown that substances which are attracted by a magnet are called magnetic substances and others which are not attracted by a magnet are known as non-magnetic substances. <u>ANNEXURE 13 (A)</u> Conduct activities to show the properties 1.poles of a magnet 2.existence of poles as pairs 4.attraction and repulsion of poles. ask students to make their own compass and the importance of magnetic compass will be told to students discuss the concept by showing different examples of demagnetization in which magnets lose their property by heating or hammering.	perform the activity and will be able to find out the magnetic and non-magnetic materials. <u>ANNEXURE 13 (a)</u> observe the activities to understand the properties of ma magnet and they will also be asked to make a note of the recordings and properties. construct their own magnetic compass observe the examples of demagnetizing magnets by dropping them from a height .	
ask to make a list where they can apply the knowledge of magnets in daily life.	find out the uses of magnets for its application in day to day life and make a note of it.	

Teaching Aids –material required for the activities, Active Inspire , ICR , magnets.

Methodology/Innovative Methods : Deductive Activity Method , Known to Unknown , Brainstorming sessions ,

Interdisciplinary Links- Linked with Real life

English: It will improve the power of expression while explaining the activity and also vocabulary.

HOD

COORDINATOR

HEADMISTRESS

PRINCIPAL

ANNEXURE 13A & a
SUPER POWER OF MAGNETS

Subject	Science
Class	VI
Chapter/Unit	Fun with magnets
Topic	Poles of a magnet
Time	40 mins
Nature of Activity	Individual

What will I learn? (Learning Outcome):

To discover that the substances having the property of attracting iron objects are known as magnets. The force exerted by the magnet on the iron is called magnetic force.

Skills : Applying, Analysing

What I have to do ?

To show that the attraction of a magnet is maximum at the poles.

What do I require ?

Magnets, iron fillings

What do I need toknow ?

A magnet has two poles : North pole and south pole

Teacher's Activity: Teacher will

- (1) explain that the concept of magnetism
- (2) ask students to take a bar magnet and give further instructions to perform the activity

How will I proceed ?

Student's Activity : Students will

- (1) spread some iron fillings over a sheet of paper.
- (2) move a magnet over the iron fillings and make sure that all parts of magnet touches the fillings.
- (3) pick up the magnet.

What have I observed :

S.No	Case	Where did the maximum iron fillings attach?
1	Centre	
2	At the corners of the magnet(poles)	

What have I learnt ?

The maximum attraction is at the _____ of the magnet.

What am I curious to learn ?

Let us find out, if the magnet breaks , will the iron objects cling to the broken part of the magnet ?Why or why not ?

Let me evaluate myself

Q1. What are magnetic and non-magnetic materials?

Q2. What are different type of magnets and where are the poles located?

Q3. Write few uses of magnets in daily life.

Q4. A bar magnet has no markings to indicate its poles.How would you find out near which end is north pole located ?

Q5.Reena left her set of magnets on table without arranging them properly. How should we store magnets?
