

TOPIC - L-18 TOO MUCH WATER , TOO LITTLE WATER

<u>Pre-content/ Content / Post-Content</u>	<u>Learning outcomes / Objectives</u>	
	General	Specific
<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 : Q1) Will you survive without water Q2)What can you do to save water	Students will be able to : assess the importance of water for survival	Students will be able to : explain the importance of water in our day to day life
<u>Content</u> - Water scarcity - Water borne diseases - Water and toilet survey in schools	outline the need of conservation of water list water borne diseases assess the importance of clean drinking water and hygienic toilets in schools	interpret the significance of conservation of water recognize the symptoms of water borne disease prepare ORS in the class justify the importance of clean drinking water and hygienic toilets in the school
<u>Post Content</u> Water Cycle	construct the steps involved in water cycle.	differentiate between evaporation and condensation. discover different forms of precipitation sketch water cycle.

HOMEWORK / ASSIGNMENT

Q1) Complete exercises from the “ N.C.E.R.T EVS Textbook-Looking Around “

Q 2) Draw and colour water cycle

Teacher's Activity	Students' Activity	Teacher's observation and Remedial
Teacher will : • take up the brainstorming session and ask questions where they have seen people wasting water. She will ask students to write it in their notebook Annexure-18 (A) • conduct an activity to show importance of conservation of water (Presentation) • divide students into four groups and conduct a presentation on the topic - “ water borne diseases ”. Each group will present one disease (cause , symptoms and prevention) • ask students to conduct a survey to check hygiene of toilet and water supply of school. • ask students to write Do's and Don'ts rules in the wash room of the school • show a video on water cycle • show an experiment in which processes of evaporation, condensation and precipitation will be shown with the help of electric kettle and steel plate	Students will : • participate in the brainstorming session and answer the questions asked by the teacher and write the answer in their notebook Annexure-18 (a) • perform the activity understand that they should not waste water • participate in the activity and find out the information regarding diseases caused by polluted water. • prepare a questionnaire and conduct a survey • write rules and paste it on washroom door • observe the experiment and will be able to draw water cycle	

Teaching aids: ICR , Textbook , you tube video

Methodology/Innovative Methods : Deductive Activity Method , Brainstorming , Experiential learning

Interdisciplinary Links- Linked with Real life , Environmental sensitivity

HOD

COORDINATOR

HEADMISTRESS

PRINCIPAL

Annexure 18 (A), (a) - SAVE WATER, SAVE LIFE

<u>SUBJECT</u>	<u>EVS</u>
<u>CLASS</u>	<u>IV</u>
<u>CHAPTER</u>	<u>TOO MUCH WATER, TOO LITTLE WATER</u>
<u>TOPIC</u>	<u>WATER CONSERVATION</u>
<u>TIME</u>	<u>20-25 MINUTES</u>
<u>NATURE OF ACTIVITY</u>	<u>PAIR</u>

What will I learn ? (Learning Outcome) To understand the importance of conservation of water in a day to day life.

Skills : Understanding , analyzing, evaluating, critical thinking, integrating art

What I have to do ? To explore the need to manage the water resources judiciously to conserve water

What do I require ? Sticky notes , sketch pen, colour pencils

What do I need to know ? Ways to save water

➤ **Teacher's Activity:** Teacher will :

- (1) discuss the importance of water.
- (2) show a video on why should we use water judiciously.
- (3) make pairs of students and name them - DO's and DON'Ts
- (4) will ask DON'T students of each pair to write one act by which water is being wasted and the DO's student of the pair to write the act by which the water can be saved.
- (5) after writing DO's and DON'Ts students of each pair will come and enact in front of the whole class.

How will I proceed ? Water is a natural resource, it should be saved at home , school and other public places. Importance of water in life. Few ways to save water.

➤ **Students' Activity:** Students will :

- (1) perform the activity.
- (2) work in pairs and write DO's and DON'Ts.
- (3) enact in front of their friends. (Eg- If one child is writing that he will keep the tap open while brushing teeth , the partner will write he will keep tap closed while brushing teeth)
- (4) ask their classmates to guess their enactment.

What have I observed : Students will complete the table :

<u>S.No.</u>	<u>Activities by which water is conserved</u>	<u>Activities by which water is wasted</u>

What have I learnt ? Water is a natural resource. If we will not use water judiciously, very soon we will face water scarcity.

What am I curious to learn ?

- ❖ Nearly 98 percent of all the water on Earth is in seas. Let's find out why sea water is not drinkable.

Let me evaluate myself :

Q1) Match the following-

- | | |
|-----------------|------------------------------|
| (i) Dam | (a) artificial lake |
| (ii) Canal | (b) step-wells |
| (iii) Reservoir | (c) salt |
| (iv) Baolis | (d) underground water |
| (v) Spring | (e) water to irrigate fields |
| (vi) Sea water | (f) electricity |

Q2) Why earth is called the ' blue planet '?

Ans) _____

Q3) We use water for various activities. There is an urgent need to manage the water resources in a planned manner. Interview your neighbour and find out -

a) Name _____

b) How do they ensure that they do not waste water ?

Q4) Visit rain water harvesting system in the school. Draw and colour a rain water harvesting system used to save rain water.

