

5. Lesson Plan

DOMAIN/ PERIOD	TEACHING AIDS/ TEACHING STRATEGIES	DI	MI/21 ST CENTURY SKILLS
Period-1 <u>Prior knowledge:</u> Identify and discuss different kinds of pollution. <u>Blended learning</u>	<u>Activity-</u> To identify the picture and differentiate the different pollution Show students the following pictures of air, land and water pollution and ask them to identify the kind of pollution shown in pictures. Students will be asked to list the below on the board after observing the pictures and then classify them under types of pollution.	Caters to all type of learners. Slow learners will be invited first to do the classification	MI Kinesthetic/ Spatial- visual/Linguistic 21ST CENTURY SKILLS Collaborating/ Participation metaphor Critical thinking Communication



Air polluti on	Water polluti on	Land polluti on

- Car exhaust with smoke.
- Dustbin with waste spread out.
- Dirty water flowing out of a factory.
- Heap of plastic bags.
- Dying fish in a polluted pond

Performing arts

Students will observe the picture and differentiate the different pollution.

Period 2 Introduction	NCERT TEXTBOOK- Page106 Teaching Aids	Use of pictures to create a story which will help visual learners and will enhance their creativity skills.	MI Visual-Spatial, Verbal- Linguistic, logical, creative 21ST CENTURY SKILLS Collaboration Communication Reasoning, Critical thinking
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- Textbook picture will be shown and asked to create a story – ‘**Journey of the river**’

Teaching strategies

- The picture will be shown to the students and ask them to write their own story, enhancing their thinking skills.
- Hints will be given by the teacher – to check the initial starting point of the water flow.
- Some provocative questions will be asked so the students follow the different steps.
- During the flow of water what changes can be seen?
- What changes can you see when the water comes to the urban(city) area from the rural(village)?
- Where do you think the river end its
- journey?

Period 3 • Water pollution • Causes <u>Visualization/Inquiry based</u>	Pages -109 -110 <u>Activity:</u> Teacher explains about water pollution by showing different flash card/ newspaper cutting related to water pollution. <u>Teacher asks-</u> you must have seen some water bodies nearby your area. Can you tell me which all activities & things makes water dirty? Students will list out water pollutants. Video- https://www.youtube.com/watch?v=UM6hU-tx3i4 	Caters to all levels of students Caters to slow learners specifically	MI Visual/Spatial 21ST CENTURY SKILLS Media literacy/ Inquiry based MI Musical / Rhythmic intelligence/Visual- spatial 21ST CENTURY SKILLS Real time collaboration/Critical thinking Information literacy
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Period 4

Implementation

- Effects of water pollution
- Water borne diseases

Teacher will show a picture & asks – what is the effect of water pollution on human being & environment?



Students will be divided in group & write all possible disease caused due to dirty water.

They will draw mind map related to water borne disease.



Caters to all
Especially slow learners to understand the effect of water pollution

MI

Kinesthetic
Linguistic/
Logical /
Visual-spatial
intelligence _

**21ST CENTURY
SKILLS**

Critical thinking

Information literacy/
Critical thinking

Period 5&6 - Properties of water(Universal solvent) - Uses of water <u>Anchor activity</u> <u>Integrating technology</u>	❖ <u>Activity</u> : Teacher will group students & they will do activity given in NCERT book page -111. ❖ Video - https://www.youtube.com/watch?v=un8qLFx6qmo Students will draw a mind map related to uses of water.	Caters to all type of learners	21ST CENTURY SKILLS Experiential/ Critical thinking/ Critical thinking/collaborative learning MI Naturalistic/ Kinesthetic/ Linguistic/ Logical intelligence
Period 7 <u>Closure of the lesson</u> Question and Answer <u>Alternative assessment</u> <u>done through</u>	❖ Students will read the text book and questions will be asked by the teacher ❖ <u>Activity</u> – Flip chart/Knowledge chart: The students will use sticky notes to define keyword. Teacher will analyze and reteach /revisit needed topics.	Caters to all. Especially slow learners can learn more topic related keywords/Self endorsement/	MI Kinesthetic/linguistic intelligence/ 21ST CENTURY SKILLS

Cues, Questions, Active reading, Knowledge chart Period 8, 9,10 Notes	❖ Activity : Flowcharts and Mind maps will be done by average to slow learners to round up the new knowledge gained, focus on key words. The grouping of slow learners with achievers will be done before the notes are given. Follow this ritual before every such period, so that students will group without losing time. ❖ Students will – Record new knowledge gained in their classwork (Notes) ❖ Notes in class work – At least 50% To be done by students in the class with teachers guidance. Every question to be discussed before writing. REFLECTION TIME (a template for the same will be provided where the students will write their reflections on the activities done, understanding of the topic, Sub topics which they are still finding difficult)	All learners will be reviewed Peer mentoring for slow writers	Inquiry based /Communicating /Mind map/Flow chart/ organizing knowledge through conceptual mapping Recall & demonstrating/ Recording Self-evaluation, problem solving, Critical thinking, organizing knowledge and documenting new gained knowledge
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Period- 11,12 • <u>Individual Activity</u>	<u>Activity – Global awareness on Pollution</u> Students will be divided in groups of 5 and each group will devise a plan and present it as a model/ chart paper. (Teacher will group slow learners with average and high achievers, make them the group leaders) They will present: • An issue (Task) • Solution • Method They can write slogans, create their own logo (go creative)	Caters all learners, especially slow learners. They will be interested to learn as they are grouped with their peer.	MI Interpersonal/ Kinesthetic/ linguistic 21ST CENTURY SKILLS Team work/ Peer mentoring/ leadership /initiative/self-planning
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	<u>Activity:</u> Demonstration by the teacher in the science Lab to show different methods of purification of water.		
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CWSN: For students with special needs, specific strategies are necessary which includes bigger font size, video on the given topic, repetitive and concise instructions by teachers etc.