

Pre-content/Content/ Post-content	Learning Outcome/Objectives	
	General	Specific
Pre-content: Students know about the characteristics of living & non-living things. They also know that all living things, be a plant or animal, show some common characteristics which make them different from non-living things. Teacher will ask questions to motivate the students and to introduce the lesson.	Students will be able to ➤ recall the differences between living and non-living.	Students will be able to ➤ list the differences between living and non-living.
Content: ➤ Terms ➤ Types of habitat and the reasons for their diversity. ➤ Components of a habitat: Biotic & Abiotic	➤ evolve the definition of habitat ,adaptation, acclimatisation, stimuli. ➤ list and identify the adaptive features of plants and animals which help them to survive in specific habitats ➤ list the two components of a habitat.	➤ compare and contrast between the different terms ➤ relate with examples how animals and plants adapt to their habitat and needs as well as how the animals protect themselves by camouflaging ➤ classify and categorize the various, living and non-living components, into biotic and abiotic. ➤
Post-content: The need for different types of habitat and how the plants and animals take some adaptive measures to survive.	➤ appreciate the role of nature in protecting and nurturing the plants and animals present in these various habitats.	➤ identify the need for camouflage in some plants and animals adapting to these various habitats.

Home Work/Assignments

- Exercise questions
- Worksheet

AND PROGRESS

MONTH-MAY

CLASS: VI

Teacher's Activity	Student's Activity	Teacher's Observation and Remedial
Teacher will introduce the topic by discussing the various differences between living and non-living.	Students will participate in the discussion and will be given a chance to share their views on the various activities performed by living beings which makes them different from non-living things.	
<u>Annexure 9(A):</u> show videos to students and explain the various terms and types of habitats introduce the biotic and abiotic components of environment by conducting an activity.	<u>Annexure 9(a):</u> watch the presentation and share their views. They will be asked to collect, paste and label the pictures of the various types of plants and animals found in these habitat. perform the activity and note down the observations and conclusion.	
explain protective measures taken by some animals to save themselves from their enemies which are present in their habitats.	paste the pictures of animals which undergo camouflage.	

Teaching Aids- Active Inspire boards, ICR, Materials for sorting out, Material required for activities, Worksheets

Methodology/Innovative Methods: Activity based teaching, Know to Unknown, Discussions, Audio visual.

Interdisciplinary Links –

- **Art** – Creative skills will be developed
- **English** – It will improve the power of expression while explaining the activity and also vocabulary.

HOD

Coordinator

Headmistress

Principal

ANNEXURE 9 A&a
DO DESERT PLANTS EXCRETE WATER ?

Subject	Science
Class	VI
Chapter/Unit	The living organisms : Characteristics and Habitats
Topic	Desert plants
Time	40 mins
Nature of Activity	Individual

What will I learn ?(Learning Outcome) :

To verify that very less water is given out by the leaves in the form of water vapour through the stomata by the process of transpiration in desert plants as compared to any other leafy plant.

Skills :Applying,Analyzing

What I have to do ?

To show that very little water is given off during transpiration in desert plants.

What do I require ?

A potted cactus plant, a healthy leafy plant, two polythene bags

What do I need to know ?

Leaves are known as the food factories of the plant.

Teacher's Activity: Teacher will

- (1) explain the concept of transpiration.
- (2) take a healthy potted plant and a cactus plant and water it to show that desert plants excrete less water.
- (3) take a polythene bag ,label it with letter (A)and tie it around the leaf.
- (4) cover another polythene bag ,tie it around cactus plant and label it.
- (5) keep both the potted plants in sunlight for few hours.

How will I proceed ?

Student's Activity:Students will note down the observations.

What have I observed :

S.No.		Polythene bag (A) tied around leaf of a healthy leafy plant	Polythene bag (B) tied around the cactus plant
1.	Appearance of droplets on the polythene bags		

What have I learnt ?

Water is given out by the leaves in the form of water vapour through the stomata by the process of _____. The amount of water released by cactus plant is _____ whereas amount of water is released by a leafy plant is _____. Hence, desert plants loses _____ water.

What am I curious to learn?

Let us discover why desert plants do not release more water during transpiration.

Let me evaluate myself

Q1.Name some desert plants other than cactus.

Q2.What do you understand by transpiration?

Q3.Why are the roots of cactus plants deep seated ?

Q4.Why is the stem of cactus plant swollen ?

Q5.Can you think of some other plants which release less water (other than cactus)? Explain your answer.
