



Master Lesson Plan

For

Sorting Materials into Groups

Board	Standard	Subject	Chapter	Language	Reference Link	Creation Date
CBSE	STD VI	Science	Sorting Materials into Groups	English	Sorting Materials into Groups	2020-10

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Sorting Materials into Groups

1. MS_Objectives_Sorting Materials into groups

Notes to the teacher: This asset lays down the proposed plan for transacting this chapter. It states the asset objectives of the MLP. This asset is for teacher's reference and need not be taught to the students:

Students will be able to...

- deduce the need to sort out materials
- locate the materials around us explain
- the properties of materials
- distinguish between transparent, opaque and translucent objects
- examine the objects sorted out in daily life
- investigate the objects that float in water and that which sink
- appreciate that sorting is very important to separate what we need and what we don't
- recognise substances that are soluble in water
- relate to Archimedes Principle
- recognise magnetic and non-magnetic materials in the school discuss
- about miscible and immiscible liquids
- determine the rate of conduction in different objects
- differentiate between what is right and wrong and take the right path
- assess themselves on the topic 'Sorting materials into groups'

Time to teach	Asset Type	Theme	SubTheme
3 Minutes	Main Script	Matter and Materials in our surrounding	

2. IQ_Why Sort Materials?

1. Are all these objects made of the same material?

Suggested Answer: No

2. What do you mean by the term "Sorting"?

Suggested Answer:

- Arranging systematically in groups.
- Separating according to type.

3. What is the importance of grouping/sorting objects?

Suggested Answer:

1. It is convenient.
2. Easy to locate.
3. It looks systematic and in order.

4. Disposal is easier.
5. Storage is easy.
6. Manufacturing is also easy.
7. Grouping helps in easy retrieval of things when required. It helps us keep things in an orderly manner. We should therefore keep our belongings in an orderly manner for easy retrieval. It also looks very neat.

4. What would have happened if objects were not sorted out properly?

Suggested Answer:

1. Locating an object would be difficult.
2. It would have been a mess all around.
3. It would have been time consuming.

Time to teach	Asset Type	Theme	SubTheme
5 Minutes	Inquisitive Questions	Matter and Materials in our surrounding	Properties of materials , Pro materials

3. SA_Sorting Materials around us

Aim: To sort out the materials around us.

Resources Required:

1. Chalk
2. News paper
3. Duster
4. Bench
5. Glass
6. Spoon
7. Blackboard
8. Book
9. Cloth
10. Plates
11. Pen
12. Shoes
13. Cotton

14. Chair

15. Table

16. Cardboard

17. Fan

18. Door

19. Bucket

20. Bangles

21. Bags

Setting for the Activity: [Indoor]**Type of Activity:** [Individual]**Procedure:**

1. Teacher has to arrange all the materials required for the activity on the floor.
2. Students have to carefully observe the materials and then sort them according to the type of material they are made of.
3. Ask students to share their information with the rest of the class.
4. Students have to note down their observations on the chart as follows:

Observation:

Sl. No	Object	Basis of classification (_____)	Sl. No	Object	Basis of classification (_____)
1	Chalk		11	Pen	
2	Newspaper		12	Shoes	
3	Duster		13	Cotton	
4	Bench		14	Chair	
5	Glass		15	Table	
6	Spoon		16	Cardboard	
7	Blackboard		17	Fan	
8	Book		18	Door	
9	Cloth		19	Bucket	
10	Plates		20	Bangles	
			21	Bags	

Conclusion: Students will be able to sort out the materials present in and around them.**Discussion Questions-****Question-1: Why is sorting of materials into different groups important?**

Answer: A systematic arrangement helps in easy storage ;to locate things easily when required and there will be order and neatness.

Question-2: a. What are the 'wooden/ plastic' materials in the group?
b. What are the 'leather' materials in the group?
c. What are the 'paper' materials in the group?

Answer: a. Chair, table, door, bench and bangles
 b. Shoes and Bags
 c. Book and Newspaper

Question-3: How will you classify the rest of the things?

Answer: Duster- Plastic/Sponge/ Wood
 Cloth/Cotton- Fabric
 Chalk- Chemicals
 Cardboard- Recycled Paper

Instructions to Teacher:

1. All the resources required for the demonstration of the activity have to be arranged a day prior to the activity
2. The teacher asks the students to sort out the materials, but she should not give any clues to the students on what basis the classification should be made.
3. The students have to think on the basis on which they could classify the given materials.
4. Once the students have sorted out the materials they could note down their observations giving the basis of classification.

Precautions:

- Glass items have to be handled carefully.
- Discipline should be maintained during the activity.
-

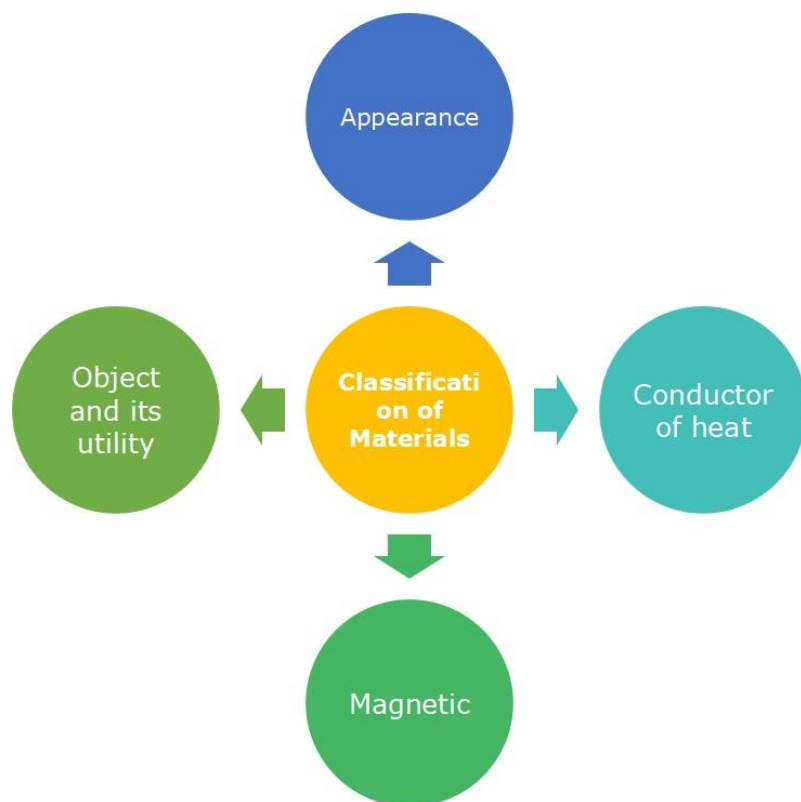
Troubleshooting: (If any – Optional)

- If the above mentioned resources are not available other easily available materials can also be used.

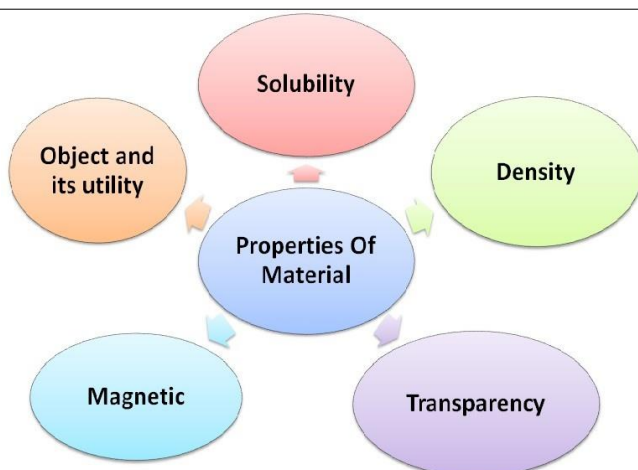
Time to teach	Asset Type	Theme	SubTheme
10 Minutes	Suggested Activity	Matter and Materials in our surrounding	Nature of Matter , Nature of matter

4. MS_Properties of Materials

Objects could be classified based on their,



- 1) Object being made from different materials--Chair, table, door, water bottle, tumbler, spoon, bowl, etc.
- 2) Same material used to make different objects--Wood, iron, plastic, mud, stainless steel, aluminium, etc.
- 3) Influence of the material on the utility of the object---strong enough to hold the weight, conducting heat and electricity, easy to carry, for cooking, for packing etc.
- 4) Most convenient way of sorting things in our surroundings.
- 5) Properties of different materials.



- Solubility --readily soluble in water, some in ether.
- Transparency--allows light to pass through.
- Density--- a factor that is responsible for an object to float or sink.
- Magnetic ---objects that are attracted towards magnets.
- Conductor of heat and electricity--- Good conductor--conducts heat and electricity. Bad conductor-- does not conduct heat and electricity.

Time to teach	Asset Type	Theme	SubTheme
5 Minutes	Main Script	Matter and Materials in our surrounding	Properties of materials , Properties materials

5. SA_See Through Me!

Aim: To list out transparent, opaque and translucent objects.

Resources Required: Paper, pens, books

Setting for the activity: Indoor

Type of activity: Individual activity

Procedure:

1. Teacher asks the students to list down the transparent, opaque and translucent objects from their memory and recall them.
2. Students have to note down their observations on their note books as follows.

Observation:

Sl. No	Transparent	Opaque	Translucent
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Discussion Questions:**Question 1: Why does light pass through transparent materials?**

Answer: Complete movement of light waves occur through transparent materials. Example- Glass

Question 2: Why do opaque materials not allow light to pass through them?

Answer: In opaque materials, light strikes the opaque objects and reflect back. Light cannot pass through opaque objects. Example- Plastic

Question 3: What happens to light waves in translucent objects?

Answer: The light rays do not enter completely through translucent objects. Some get scattered. The partial movement of light rays through the objects make them translucent. Example- Tracing paper

Conclusion: This activity will help the students to understand the term 'transparency, opaque and translucent objects'.

Instructions to the Teacher:

- Discipline has to be maintained in the class.

Time to teach	Asset Type	Theme	SubTheme
10 Minutes	Suggested Activity	Matter and Materials in our surrounding	Transparency, Transparency

6. DD_Sorting in everyday life

Example:1

In a textile shop, clothes are arranged in a particular way. In one area, all materials needed for men are placed. In another area, all materials needed for women and in another place all materials for children are seen. There again, the materials are either placed cost wise or according to the colour. This image shows that materials are stacked based on colour and design.



Example : 2

In a vegetable market, vegetables are individually separated and placed. Here in this image, the vendor has nicely grouped the vegetables based on colour and type.



Example:3

In a flower market, different flowers are sorted based on colours and type.



Example 4

Shopkeepers usually prefer to keep biscuits, sweets and other eatables and transparent containers of glass so that buyers can see these items.

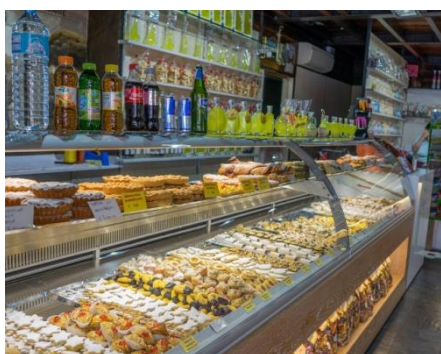


Image source:

CCO:Pastry shop: <https://pixabay.com/en/pastry-shop-desserts-sweet-bakery-948776/> CCO: Bales of cloth stacked: : <https://pxhere.com/en/photo/750917>
CCO: Flowers sorted in a flower shop: <https://pixabay.com/en/flowers-florist-flower-stall-1524612/> CCO: Vegetables sorted & stacked: <https://pxhere.com/en/photo/1335807>

Give students the material and ask them to put them into the bucket of water one at a time.

Time to teach	Asset Type	Theme	SubTheme
5 Minutes	Day-to-day Relevance	Matter and Materials in our surrounding	Transparency, Solubility, Properties of materials, Transparency, Properties of materials

7. SA_Density

Aim: To check whether a material floats in water.

Resources Required:

1. Banana
2. Balloon
3. Key
4. Smooth pebbles
5. Coloured shells
6. Sand
7. Plastic boat
8. Paper boat
9. Leaf
10. Coin
11. Ball
12. Wood
13. Spoon
14. Pen
15. Comb
16. Big bucket full of water

Setting for the activity: Outdoor

Type of activity: Individual

Procedure:

- Give students the materials and ask them to put them into the bucket of water one at a time
- Ask them to note their observations.
- Ask the to fill in as Yes or No against each material in the table.

Observation:

Give students the material and ask them to put them into the bucket of water one at a time.

Sl. No	Materials	Float in water	Sink in water
1.	Banana		
2.	Balloon		
3.	Key		
4.	Smooth Pebbles		
5.	Coloured shells		
6.	Sand		
7.	Plastic boat		
8.	Paper boat		

Sl. No	Materials	Float in water	Sink in water
9.	Leaf		
10.	Coin		
11.	Ball		
12.	Wood		
13.	Spoon		
14.	Pen		
15.	Comb		

Conclusion: This activity will help the students to recognize which objects float and which sink in water.

Discussion Questions:

Question 1: Why do some objects float and some sink?

Answer: An object is said to be dense when its particles are tightly packed. They are said to be light when the particles are spread out. Dense articles sink and light articles float.

Question 2: Oil floats on water- Give reason.

Answer: Oil is lighter than water. Hence it floats on water.

Instructions to the Teacher:

Teacher has to gather all the materials required for the activity a day prior to the activity. All the materials required for the activity have to be equally distributed among the students.

Precautions:

- Discipline has to be maintained.

Troubleshooting:

- If all the materials are not available, activity could be conducted only with a few available materials.
- If a bucket is not available, a bowl could be used.

Time to teach	Asset Type	Theme	SubTheme
10 Minutes	Suggested Activity	Matter and Materials in our surrounding	Properties of materials , Properties of materials

8. VC_Reach your goal by sorting and prioritizing

Learning Domain- Classroom

Introduction

To sort out or organise, one needs to simplify the situation. To simplify, one needs to classify or put aside things that are similar/dissimilar and put things in order so as to maintain discipline.

It has been proved that if we do not sort out the clutter around us, our performance level decreases. This is because the clutter competes for attention and reduces focus. So if we know how to sort, how to organise what we need to do and how to priorities, then we will attain our goals easier because we stay focused

Let us engage in an interesting story to reinforce this thought.

One morning little Joshua who was in grade 6, sat by his window watching a tiny ant carry a grain of sugar slowly and steadily along the window sill.

With eyes wide open he gazed as it climbed on the window. As it crawled, there was a dried leaf on its path which was obstructing its way. It paused momentarily confronted by the obstacle. Then went around the leaf and continued

Then came a gap of about 6 mm and Joshua thought, “Now this tiny creature has to give up. It cannot pass this gap!”

To his amazement, the ant looked around went back to the dry leaf, carried it on its tiny back, placed it across the gap. The leaf served as a bridge and the ant continued its journey with the grain of sugar.

It went through the hole in the wall at the edge of the window! Joshua peeped through the hole.

And what did Joshua see there? A mound of food clutter and the family of ants busy segregating and sorting it to remove just what they wanted – sugar grains! The little ant added the tiny grain of sugar he carried, with the sorted sugar grains.

Joshua was fascinated at the power of intelligence of the ants to isolate what they wanted by sorting out and making it easier to obtain it!

As Joshua was reflecting on this, he heard his mother shouting, “Come on Joshua. We are getting late for school.” As Joshua opened his eyes, he realized it was a dream and in his dream he had learnt one of the most important lessons of life, the need to sort and priorities.

Sorting is very important to separate what we need and what we don't. This helps analyse. This helps us prioritise. This helps us reach our goal soon. Sorting helps in getting what we want, when we want and speedily too.

Time to teach	Value Type	Value Sub Type	Value Attribute
5 Minutes	Peace		Stories

9. SA_Solubility

Aim: To determine whether the given material is soluble in water.

Resources Required: 10grams of salt, sugar, and sand, 5ml of vinegar, coconut oil, and kerosene, coffee, pepper, flour, Turmeric, 400ml of water, (cold and warm) test tubes/ beakers for each student.

Setting for the activity: Indoor

Type of Activity: Individual

Procedure:

1. Teacher has to arrange all the materials required for the activity on a table.
2. Students then add a teaspoon of whichever substance they are testing to a glass of cold water and a glass of warm water, stir and observe whether the given material is soluble in water or not.
3. Students have to record their observation in the table. Ask them to fill in as Yes or No against each material in the table.
4. Students have to share their results with each other.

Observation:

Sl.No.	Materials	Soluble in hot water	Soluble in cold water
1	Salt		
2	Sugar		
3	Sand		
4	Vinegar		
5	Coconut oil		
6	Kerosene		
7	Coffee		
8	Pepper		
9	Flour		
10	Turmeric		

Conclusion: This activity will help the students to understand the concept of solubility.

Discussion Questions:

Question 1: What is Solubility?

Answer: The ability of a substance to dissolve in liquid, solid or gas.

Question 2: Why does salt dissolve faster in warm water than in cold water?

Answer: When water is warm, its particles move faster. Hence salt gets dissolved quickly in warm water.

Question 3: Does salt dissolve in very cold water?

Answer: Water particles are held tight in very cold water. Hence salt takes time to dissolve in very cold water.

Instruction to the Teacher:

- Teacher has to arrange for all the resources a day prior to the activity. All
- the materials have to be distributed equally among the students.
- The quantity of the materials depends on the number of students in the class.

Precautions:

- Teacher should see that proper discipline is maintained in the class.

Trouble shooting:

- If the above mentioned materials are not available, other alternative materials could be used.

Time to teach	Asset Type	Theme	SubTheme
10 Minutes	Suggested Activity	Matter and Materials in our surrounding	Solubility, Solubility

10. IA_Archimedes Principle

- We all know that any object floats on water because it takes the place of (displaces) the amount of water equal to its own weight.
- Let's consider a ship. The more water the ship takes, the more "buoyant", or floatable, it becomes. Anything
- that floats, sinks into the water until it has displaced its own weight of water, then it will not sink any further. If a ship weighing 100 tons is placed in the water, it will move aside up to, but no more than 10 tons of water.
- The amount of water taken by a needle or iron nail is lesser than its own weight. So the needle or iron nail no longer stays on the surface of the water and sinks into the water.
- This is called Law of Buoyancy / Archimedes Principle.
- This is also applied in designing submarines, hydrometer and lactometer. Lactometer is
- used to check the purity of milk.

This video is of 3mins 16sec. It is attached.

https://www.youtube.com/watch?v=d4_1Bnk9Gxs&t=89s (Attribution - How do ships float?)

Time to teach	Asset Type	Theme	SubTheme
5 Minutes	Interesting Asides	Pressure & Density	Archimedes' principle, Arch

11. SA_Magnetism

Aim: Finding out magnetic and non magnetic things in the whole school.

Setting for the activity: Indoor/Outdoor

Type of activity: Individual / Group (depending upon the availability of the resource materials like magnets) Give a set (2-4) students a magnet each.

Materials required: Magnets, magnetic and non-magnetic materials

Procedure:

- Divide the class into three or four smaller groups.
- Ask the students to make a list of magnetic things and non- magnetic things in the whole school.
- The students would be given the magnets in one period and the observations reported in the next period. Students
- are instructed to record their observations as shown below.

Observation:

Sl. No	Materials	Magnetic	Non-Magnetic
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Conclusion: This activity helps the students to understand which things are magnetic and non-magnetic.

Discussion Questions:

Question 1: Why have you been given a magnet?

Answer: We can separate Iron objects from other materials because magnet attracts Iron.

Question 2: Name some non- magnetic materials?

Answer: Wood, Glass, Copper, Brass etc.

Instructions to the teacher:

- Discipline should be maintained during the whole activity.
- Resources should be equally distributed depending on the availability. All
- the students have to be engaged during the activity.
- Students could list as many things as possible.

Time to teach	Asset Type	Theme	SubTheme
10 Minutes	Suggested Activity	Matter and Materials in our surrounding	Properties of materials , Properties of materials

12. MS_Miscible and Immiscible liquids

When two liquids mix together and form a homogeneous mixture, they are called miscible liquids. A distinct layer between these two liquids will not form. Such a liquid is called miscible. They are able to mix easily with or without stirring.

Examples: Water and Ethanol

When two liquids do not mix together and form a homogeneous mixture, they are called as immiscible liquids. Two layers will be formed in case of these liquids. They do not mix even after stirring.

Example: Water and Oil, Water and Kerosene



Image source: <https://www.youtube.com/watch?v=OeSQd6x-BNc> (Attribution - [Study Animated](#))

Time to teach	Asset Type	Theme	SubTheme
5 Minutes	Main Script	Matter and Materials in our surrounding	Solubility, Solubility

13. SA_Heat Conductors

Aim: To measure the rate of conduction in different objects.

Resources required: Steel container, wooden container, plastic container, copper container, water, a reservoir of cold water (may be with ice), thermometer

Setting for the activity: Indoor

Type of activity: Group activity

Procedure:

1. Divide the students into 3 or 4 groups.
2. Give each group 4 containers made up of different materials filled with water.
3. Measure the initial temperature of the water in the container,
3. Students have to dip these different containers: steel container, wooden container, plastic container, copper container, etc with equal amount of water into the cold water.
4. Ask students to leave the set-up undisturbed for a minute.
5. Measure the temperature drop of water inside the different containers at 1-2 minute intervals to see the rate of conduction.

Observation:

Sl. No	Type of Container	Initial temperature	Drop in temperature
1	Plastic container		
2	Wooden container		
3	Steel container		
4	Copper container		

Conclusion: This activity helps the students to understand the rate of conduction in different materials.

Questions to ponder over:**1. Why are the handles of cookers/frying pans made up of plastic?**

Answer: The handles of the cooker/frying pan are made up of plastic because it is easy to hold the pan as plastic is a bad conductor of heat.

2. Which is a better conductor of heat- Copper or Steel?

Answer: Copper

Instructions to the teacher:

- All materials have to be present before hand
- The materials have to be equally distributed among the groups.

Precautions:

- Care has to be taken while dealing with water.

Trouble shooting: NA

Time to teach	Asset Type	Theme	SubTheme
10 Minutes	Suggested Activity	Matter and Materials in our surrounding	Properties of materials , Properties of materials

14. VC_Desirable and Undesirable Qualities.**Learning Domain- Classroom****Introduction**

A lot of thinking and discrimination goes into sorting of materials according to their properties and uses, similarly, discrimination has to be used in every aspect of daily living- in what you see, what you listen to, what you speak and what you consume.

What is Discrimination in our actions?

The ability to differentiate between good and bad actions and take up the right actions. This ability helps everybody to go in the right path.

Let us engage in an interesting activity to reinforce this thought.

Directions

Find and mark the words in the word search puzzle below that represent both desirable and undesirable qualities in a person. Words may be printed forward, backward, horizontally, vertically and diagonally. List the words in the correct column below.

V	R	Q	X	E	O	C	N	K	Q	S	B	L	J	I	Q	R	U	N	I
T	N	D	O	B	R	P	F	Z	N	W	K	H	N	V	G	F	T	D	Z
C	N	V	Y	S	O	E	C	I	D	U	J	E	R	P	B	Q	E	P	O
S	S	A	R	R	A	B	M	E	N	J	T	E	K	I	I	R	E	R	F
V	T	V	R	N	Q	K	W	I	H	F	S	O	B	Y	A	D	B	P	U
J	Z	C	L	E	U	U	K	V	Y	P	H	P	N	P	L	E	J	H	K
E	P	W	G	L	L	O	S	D	E	X	T	V	E	R	G	N	V	T	K
A	M	X	M	N	Q	O	B	C	F	A	O	R	J	Q	O	O	L	A	N
L	B	Y	O	M	N	L	T	O	D	Q	P	E	O	E	S	P	A	E	B
O	S	S	J	S	X	F	E	S	L	R	O	L	Q	A	S	V	F	H	S
U	D	E	A	Y	U	K	Z	T	A	C	C	B	A	C	I	V	Y	C	R
S	E	B	N	L	Y	Q	L	R	U	O	E	I	N	O	P	N	I	O	S
Y	T	E	Y	S	Q	G	O	E	T	G	R	S	V	H	I	I	A	K	E
Z	A	L	T	N	I	Q	Y	S	C	A	E	N	U	O	N	X	B	M	L
K	V	V	G	I	Q	B	A	S	N	R	V	O	H	N	G	S	A	P	F
Y	I	Y	L	D	L	F	L	I	U	B	E	P	O	E	H	S	O	O	I
E	T	F	L	V	O	O	Z	E	P	K	S	S	K	S	R	C	D	C	S
S	O	M	P	I	E	B	P	E	Z	A	R	E	F	T	H	P	S	D	H
T	M	D	T	V	U	H	G	M	Y	L	E	R	E	U	U	N	Z	P	I
D	N	I	K	N	U	I	Y	B	I	Q	P	Y	G	K	D	R	A	A	I

[illegible]

Clues-

1. Desirable Qualities

Honest, Responsible, Punctual, Polite, Persevere, Sensible, Respectful,

Prepared, Motivated, Loyal, Tolerant

2. Undesirable Qualities

Selfish, Stress, Cheat, Prejudice, Gossip, Unkind,

Time to teach	Value Type	Value Sub Type	Value Attribute
5 Minutes	Truth		Group Activities

15. QA_Sorting of Materials into Groups - My Knowledge

I. Pick out the ODD one:

1. **Bags are made of different materials. They are**

a. Paper b. Plastic c. Stone d. Fabric

Suggested Answer: c. Stone

2. **We group the following as eatables.**

a. Rice b. Charcoal c. Apple d. Bread

Suggested Answer: b. Charcoal

3. **Metals are used to make**

a. Chair b. Swing c. Vessel d. Shoe

Suggested Answer: Shoe

II. Answer the following questions:

1. **Why do we need to group objects?**

Suggested Answer: It helps to describe their properties. It avoids confusion.

2. **On what basis the objects can be grouped?**

Suggested Answer: Based on the material, shape, texture, edible or non edible, colour, etc.

3. **Name few objects made of the following materials:**

a. Plastic, b. Leather c. Metal

Suggested Answer:

Plastic _____ Bucket, Waterbottle, Toys

Leather _____ Shoes, Belt, Hand bag

Metal _____ Table, chair, Window grill

III. State True or False

- a) White glass is opaque
- b) Stone is soft to touch
- c) Iron ball sinks
- d) Wood is a good conductor

Suggested Answer: a) False b) False c) True d) False

IV. Choose the correct answer:

- 1. Houses are made of bricks, because they are-----
- 2. Bin bags are made of plastic, because they are-----

Suggested Answer:

- 1. a. hard and strong
- 2. b. water proof

V. Choose the correct answer

- 1. Bicycles tyres are made of a) Plastic b) cotton c) Rubber d). Metal
- 2. Window panes are made of a) Brick b) Wood c) Steel d)Glass
- 3. Cooking vessels are generally made from a) Plastic b) Metal c) wood d)Rubber
- 4. If you can't see through an object, It is called a) Opaque b)Transparent c) Translucent d) solid

Suggested Answer: 1. c) Rubber 2. d) Glass 3. b) Metal 4. a) Opaque

VI. Fill in the blanks

- 1. Cool drinks cans are made from aluminium. Aluminium is a -----.
- 2. We use a hammer to break a brick because it is -----
- 3. Flour is-----to touch.
- 4. Sugar is -----in Water.

Suggested Answer: 1. Metal 2. Strong 3. Soft 4. Soluble

V. Say True or False

- 1. Lead in a pencil breaks easily but the pencil does not break easily.
- 2. You can see through glass windows because it is transparent.
- 3. Starch is soluble in water.
- 4. A big rock can float in water like a ship.

Suggested Answer: 1. True 2. True. 3. False 4. False

VI. Answer the following questions

1. Mention different type of objects that are made from the same material.

Suggested answer:

a) Chair, window, door, table----- Made of wood

b) spoon, plates, -----made of steel etc.,.

2. Why are the electric boards fitted on the wall made of wood or plastic?

Suggested answer: Electric boards are made of wood or plastic because they are poor conductors of electricity

3. Differentiate between transparent, translucent, and opaque objects.

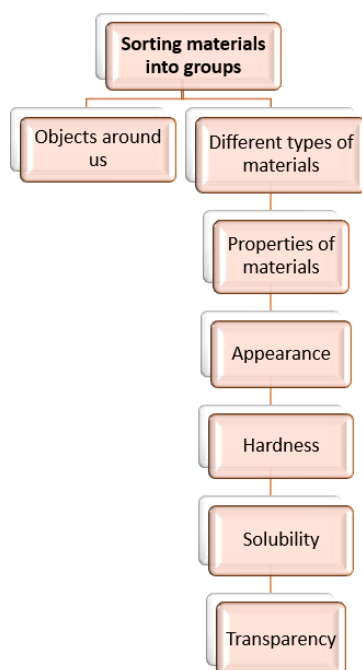
- Objects that allow light to pass through are transparent. Objects
- that do not allow light to pass through are opaque.
- Objects that allow scattered light only and the objects we are not able to see clearly are translucent.

4. Name any three criteria for classifying the objects.

Suggested answer: Transparency, density, solubility

Time to teach	Asset Type	Theme	SubTheme
15 Minutes	Assessments	Matter and Materials in our surrounding	Properties of materials , Properties of materials

16. MS_Summary_Sorting materials into groups



Time to teach	Asset Type	Theme	SubTheme
5 Minutes	Main Script	Matter and Materials in our surrounding	Solubility, Properties of mat Matter , Solubility, Properties Nature of Matter