

LESSON PLAN**SPECIFIC OBJECTIVES**

The students will learn about

- ✧ water and its importance
- ✧ need of water
- ✧ sources and uses of water
- ✧ states of water
- ✧ water cycle
- ✧ water as a disaster
- ✧ conservation of water

TEACHING AIDS

Pictures/charts/models/animation on uses of water at home; different other uses of water, a waterbody; three physical states of water; water cycle; crop and people affected by flood; drought-affected field; ways to conserve water; rainwater harvesting (all as given in chapter).

LESSON PLAN

- ✧ Teacher will start the lesson with ‘Science Vocabulary’ section by telling the meaning/definition of new terms which are used in the chapter.
- ✧ The teacher should explain the importance and uses of water.
- ✧ The teacher should discuss the agricultural use of water.
- ✧ The teacher should discuss different sources of water and explain three physical states of water.
- ✧ The teacher should define the processes of freezing, evaporation and condensation and explain interconversion of three physical states of water.
- ✧ The teacher should discuss the effect of temperature on evaporation by performing Activity 1.
- ✧ The teacher should explain condensation by performing Activity 2.
- ✧ The teacher should discuss about water cycle taking place in nature.
- ✧ The teacher should also discuss water as a disaster.
- ✧ Students should be asked to perform Activity 3.

- ✧ The teacher should define rainwater harvesting and tell the measures to conserve water.
- ✧ Students should be asked to solve Check Points 1 and 2.
- ✧ The teacher will help the students to solve the questions given in exercises under the head 'Let's Drill Our Skills' and to complete the flowchart given under the head 'Let's Memorise'.

BOOST UP

- ✧ The teacher should call students one-by-one to write one domestic, one agricultural and one industrial use of water on the board.
- ✧ Students should also be asked to write the names of sources of water on the board. They should also be asked to tell the states of water.
- ✧ Students should be asked to define evaporation and condensation.
- ✧ They should also be asked to draw water cycle in their notebook.
- ✧ The teacher may discuss the causes of flood and drought.

EXPECTED LEARNING OUTCOMES

The students understand and know the

- ✧ necessity of water for all living beings.
- ✧ uses of water.
- ✧ sources of water.
- ✧ three states of water, i.e., ice as solid, water as liquid and water vapour as gas.
- ✧ interconversion of three states of water.
- ✧ evaporation and condensation.
- ✧ water cycle.
- ✧ water as a disaster.
- ✧ conservation of water.
- ✧ importance of rainwater harvesting.

EVALUATIVE QUESTIONS

The teacher may ask the following questions for evaluating the understanding of students:

1. Why is water called an important natural resource?
2. Mention few important uses of water.
3. What is the pure form of water?
4. Define water table.
5. What is the difference between evaporation and condensation?
6. How is water cycle formed?
7. Mention few ways to conserve water.