

## LESSON PLAN

### SPECIFIC OBJECTIVES

The students

- learn about air, its composition and forms
- know about the importance of air to living beings and in everyday life
- learn about water, its uses and different forms
- learn about water cycle
- know about the ways to conserve water

### TEACHING AIDS

Different **pictures** showing importance of air to animals and plants and uses of air; **Pictures** of different types of waterbodies, forms of water; **Chart/picture/animation** on water cycle and ways to conserve water.

### LESSON PLAN

- The teacher will start the chapter asking some simple questions on water based on the previous knowledge of students and help them to answer the question asked in Warm Up.
- Now, teacher will explain the features and different forms of air, i.e., wind, breeze and storm.
- Teacher will explain how smoke, dust and germs get mixed with air.
- Teacher will explain the different examples where air carries out some natural processes such as cloud formation, floating of clouds, breathing, etc.
- Teacher will also explain the uses of air in everyday life.
- To revise the names of different forms of air, teacher will ask students to solve 'Checkpoint 1'.
- Now, teacher will ask some questions on the need and uses of water and add some more points to it.
- Showing different pictures or charts (mentioned in teaching aids), teacher will explain different forms of water.
- Information given on solid form of water in 'Knowledge Zone' can be used to explain different solid forms of water.
- Teacher will explain the processes of evaporation and condensation.

- Now, teacher will explain how the processes of evaporation and condensation carry out water cycle (using chart/pictures or animation as mentioned in teaching aids).
- Telling the uses of water once again, teacher will explain the need of conserving water and ask the students how they will conserve it. The teacher may add some more points.
- To check the understanding of chapter, teacher will ask them to solve 'Checkpoint 2'.
- At last, teacher will sum up the chapter by going through points given under the head 'At One Go' and make students revise the new terms given under the head 'Remember These Terms'.
- Teacher will also help students to solve all the exercises given under the head 'Check Your Study'.

## BOOST UP

- The teacher may encourage and help to explore some more uses of air in everyday life other than those mentioned in the chapter.
- While explaining how smoke, dust and germs get mixed with air, teacher should explain the harms of dirty air and give a brief idea of air pollution considering the class level of students.
- Similarly, a brief idea of water pollution should be given.

## EXPECTED LEARNING OUTCOMES

The students

- understand forms and composition of air, its importance to living beings and uses in everyday life
- understand forms and uses of water, water cycle
- understand need and ways of water conservation

## EVALUATIVE QUESTIONS

The teacher may ask the following questions for evaluating his/her students.

1. What is air?
2. Why do we not see the air?
3. What are different forms of water?
4. What are evaporation and condensation?
5. Why should we save water?