# 6 Changes Around Us

## LESSON PLAN

### SPECIFIC OBJECTIVES

The students will learn about

- changes around us
- reversible and irreversible changes
- physical and chemical changes
- expansion and contraction

### TEACHING AIDS

**Pictures/charts/models/animation** on a sapling growing into a plant; a baby growing into an adult; coal, wood (as given in chapter).

### LESSON PLAN

- The teacher will start the chapter with Gear Up and ask the students to give reason of changing day to night and changing weather from sunny to cloudy.
- The teacher should name some changes occur around us.
- The teacher should define the reversible and irreversible changes.
- The teacher should explain the reversible changes by demonstrating Activity 1.
- The teacher should explain physical and chemical changes.
- The teacher should perform Activity 2 and 3 to make understand a chemical change.
- The teacher should explain the process of expansion and contraction and their applications.
- Students should be asked to solve Check Points 1 and 2.
- At last, the teacher will sum up the lesson by going through the points given under the head 'Wrap Up Now'.
- The teacher will help the students to solve the questions given in exercises under the head 'Practice Time' and will also discuss the topics given under the head 'Formative Tasks'.

### BOOST UP

- Teacher may demonstrate the stretching of rubber band and blowing of a balloon while explaining physical changes, and the burning of candle or incense stick while explaining chemical changes.

- ✧ The students should be instructed to burn the materials with care in the presence of an elder.
- ✧ The teacher should ask each student to give one example each of reversible and irreversible changes.
- ✧ The teacher should also explain how permanent and temporary changes are related to reversible and irreversible changes.
- ✧ The teacher should also ask each student to give one example each of physical and chemical changes.

## EXPECTED LEARNING OUTCOMES

The students understand and know the

- ✧ different kinds of changes in the surroundings.
- ✧ reversible and irreversible changes.
- ✧ physical and chemical changes.
- ✧ expansion, contraction and their applications.

## EVALUATIVE QUESTIONS

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

1. Give two examples each of reversible and irreversible changes.
2. Are folding of paper and melting of ice physical changes? Why or why not?
3. Why is cooking called an irreversible change?
4. Mention two differences between physical and chemical changes.
5. Which type of change is burning of coal and why?
6. Give one example each of expansion and contraction.
7. Which type of change is breaking a glass and why?