

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

- ✧ 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 name some changes that occur around us.
- ✧ The teacher should define reversible and irreversible changes.
- ✧ The teacher should explain reversible changes by demonstrating Activity 1.
- ✧ The teacher should explain physical and chemical changes.
- ✧ The teacher should perform Activity 7 to make understand a chemical change.
- ✧ 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 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.

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. Which type of change is breaking a glass and why?