Air and Water

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SPECIFIC OBJECTIVES

The students

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

LESSON PLAN

- Teacher will start the chapter by asking some simple questions on water based on the previous knowledge of students.
- 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 and to check the understanding of taught matter, 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.
- Teacher will then ask students to solve 'Checkpoint 2'.

- Teacher will explain the processes of evaporation and condensation and discuss how they carry out water cycle.
- Now, teacher will explain the importance of water cycle (using chart/pictures or animation).
- Telling the uses of water once again, teacher will explain water pollution and 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 3'.
- At last, teacher will make students revise the new terms given in 'Science Vocabulary' and sum up the lesson by going through the points given in 'Wrapping it up'.
- Now, teacher will help students to solve the questions given in 'Exercises'.

BOOST UP

- Teacher should encourage students to carry out activities given in the chapter and discuss the information given in the 'Knowledge Desk'.
- Teacher should discuss the conversation of Annu and Mannu given in bubbles in between the topics.
- 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.
- Teacher should help students to find the answers of questions given in section 'Think Zone' and encourage to do activities or projects given in 'Beyond the Text'.

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 and water pollution
- 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 can we not see the air?
3. What are different forms of water?
4. What are evaporation and condensation?
5. Why should we save water?