

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
- ✧ learn about water pollution
- ✧ 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, water pollution and ways to conserve water

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.
- ✧ 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 and pollute it.
- ✧ Teacher will also explain the uses of air in everyday life.
- ✧ Teacher will explain the different examples where air carries out some natural processes such as cloud formation, floating of clouds, breathing, etc.
- ✧ Now, teacher will ask the students to solve 'Check Point 1'.
- ✧ Teacher will ask some questions on the need and uses of water and add some more points to it.
- ✧ Showing different pictures or charts, teacher will explain different forms of water.
- ✧ Information given in 'Knowledge Desk' under the head 'forms of water' 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).
- ❖ Teacher will explain water pollution, how it occurs and its harms.
- ❖ 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 'Check Point 2'.
- ❖ The teacher will sum up the chapter by going through the points given under the head 'Wrapping it up'.
- ❖ Finally, the teacher will help students to solve all the questions given in the 'Exercises'.

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.

EXPECTED LEARNING OUTCOMES

The students understand

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

EVALUATIVE QUESTIONS

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