

Alternate Educational Plan for the Month of February -2022

Class: 6 Std

Subject: Science

Sl. No.	Month /Week	Important Learning competencies	Learning activities	Evaluation
01	February First week Chapter :13- Fun with Magnets	<p>1. They are aware of the meaning of magnets, the invention of the natural magnet, the artificial magnets and the different shapes of the magnet.</p> <p>2.Understand magnetic and non-magnetic objects and give examples.</p>	<p>1.Telling students, the story of a shepherd named Magnus lived in ancient Greece ... help them to learn the discovery of the natural magnet and the meaning of the magnets.</p> <p>2.Provide students with various shapes of magnets to help them gain practical experience. (Using the activity sheet-1.)</p> <p>3.Teacher will guide Table 13.1 in the textbook to inform the students to collect various items of metal and non-metals available. (Using the activity sheet-2.)</p>	<p>1. What is the natural magnet found on earth?</p> <p>2. What are magnets?</p> <p>3. Draw pictures of artificial magnets of various shapes.</p> <p>4. List magnetic and non-magnetic materials separately.</p> <p>5. Name the various tools that use magnets.</p>

February
Second
week

3. With the introduction of magnetic poles they will experimentally understand the ways of finding directions.

4. Take the students to the school premises and give them various artificial magnets and papers, wrapping the magnet in that paper and playing it slowly for a few minutes in the sandy soil. Observe, iron fillings are attached to the paper then play the magnet between the iron fillings. Which part of the magnet is most attracted to iron fillings? Based on this, Will introduce magnetic poles.

Perform the activity (3) given in the textbook by filling out Table 13.2 to find out the distribution of various amounts of iron in the soil of different regions.

5. By telling the story of Huang T, the ruler of China, how he identifies the directions with the help of a magnet, explain with the help of Figure 13.8.

By performing the activity (5) given in the textbook, it will be understood that bar magnet, which is independently suspended, will always stand in the north-south direction. This property of the magnet is known to apply in compasses.

6. Where is the magnetic attraction greater in bar magnet?

7. What is the scientific reason, when a freely suspended bar magnet always comes to rest in north-south direction?

		<p>4. They will learn the methods of making temporary artificial magnets, the attractiveness of magnetic poles and methods of preserving the magnetic properties of the magnets.</p>	<p>6. Teachers will demonstrate the temporary artificial magnetic preparation method with the help of Figure 13.11.</p> <p>7. Will understand by demonstrating with the help of real magnets, the attraction and repulsive properties of the poles.</p> <p>The magnetic properties of the various magnets are illustrated using the real magnets with the help of Figure 13.15 and 13.16.</p> <p>Learning the lesson note, activity sheet from the chapter "A fun with magnets" from the TEACHOPIA app to facilitate learning.</p> <p>Watch the "A fun with magnets" lesson using the video link in the e-samveda classroom, to help manage the activities.</p> <p>https://youtu.be/Z_uDNkl09Go https://youtu.be/0VJTpMQe4Q</p>  <p>DIKSHA</p> <p>To facilitate further learning by using activities related to the chapter "A fun with magnets" in Deeksha app.</p>	<p>8. List the ways to preserve the magnetism of magnets over a long period of time.</p>
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	<p>February Third week</p> <p>Chapter:14- Water</p> <p>February Fourth week</p>	<p>1.They will know the amount of water we need in daily life.</p> <p>2. Knowing the different sources of water, they will understand the amount of water on Earth.</p> <p>3.Knowing the meaning of the water cycle and understanding the key factors that contribute to the water cycle.</p>	<p>1.project will be given to the students to plan and write down the amount of water (liters) they use per day for various activities. Students will discuss in the groups the amount of water used by friends and compare to supplement the project.</p> <p>2.Suggest a list of varies sources of water they use in everyday life, and introducing other sources of water. Using the help of a map to understand the amount of water sharing on the earth.</p> <p>3.For students, * What causes the water in the surrounding ditches, barns and lakes to be depleted? * Why is there no moisture in the wet cloth? Asking, discussing such critical thinking questions and interpreting the water cycle with scientific reasons. (Using the practice sheet-3.)</p> <p>by performing an activity (3) given in a textbook. Demonstrating them how the clouds are formed by (Using the activity sheet-4.)</p>	<p>1.Discuss different uses of water in groups.</p> <p>2.List the various sources of water.</p> <p>3.How much of the earth is covered by water?</p> <p>4.Explain water Cycle.</p> <p>5. How the clouds are formed?</p>
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		<p>4.Understand the effects of heavy rain and drought and understand the importance of water conservation.</p>	<p>4.Provide students with the opportunity to discuss the implications of the classroom by collecting images that are related to the heavy rain and drought found in various newspapers. Facilitate group discussion on different conservation methods of water. Understanding of Rainwater Harvesting Method. (Using the activity sheet-5.)</p> <p>Learning the lesson note, activity sheet from the chapter "A fun with magnets" from the TEACHOPIA app to facilitate learning.</p> <p>Watch the "Water" lesson using the video link in the e-samveda classroom, to help manage the activities.</p> <p>https://youtu.be/0AhdIZyJ9w0</p> <p>https://youtu.be/xr1ERBOZRIQ</p>  <p>To facilitate further learning by using activities related to the chapter "Water " in Deeksha app.</p>	<p>6.When will the drought occur?</p> <p>7. Discuss the effects of flood.</p> <p>8. Describe the method of rainwater harvesting.</p> <p>9. List the methods of water conservation.</p>
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Alternate Educational Plan February 2022

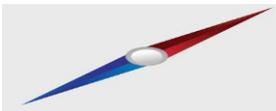
Class: 6 Std

Subject: Science

Activity Sheet – 1

Look at the pictures of the magnets below, select their names from bracket and write them in blank space.

(Needle magnet, horse shoe magnet, bar magnet, spherical magnet, spherical tip magnet)



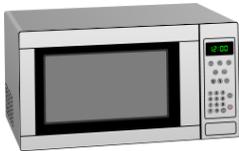
Alternate Educational Plan February 2022

Class: 6 Std

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Activity Sheet – 2

Take a look at the pictures below and encircle the objects / equipment that used the magnet.



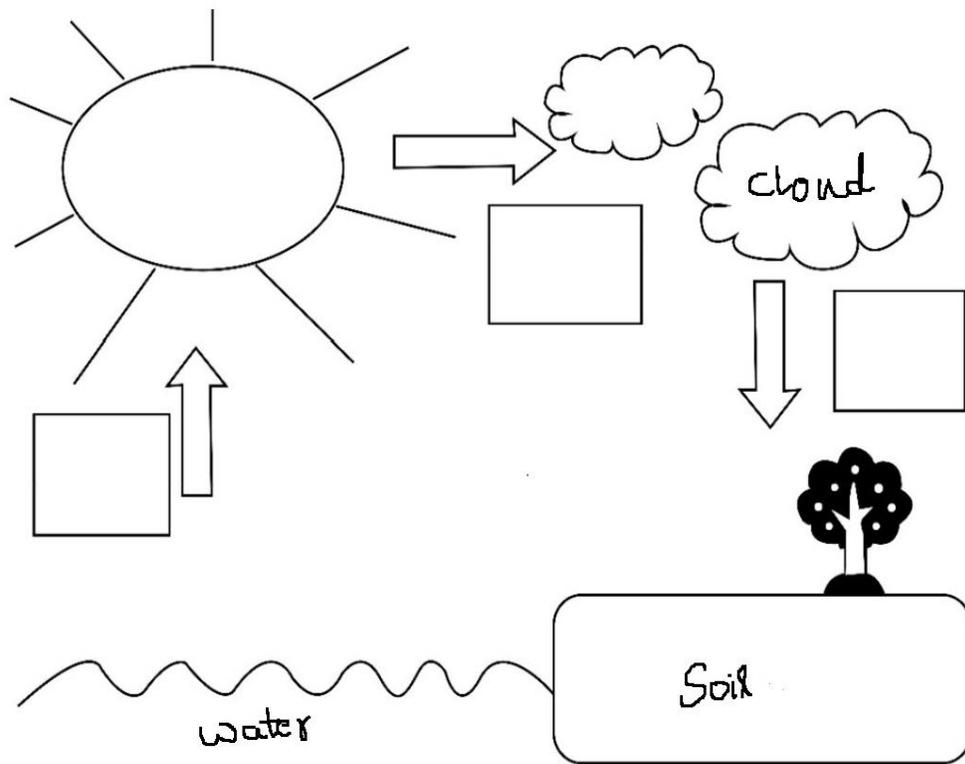
Alternate Educational Plan February 2022

Class: 6 Std

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Activity Sheet – 3

Note the picture of the water cycle below. Fill in the blanks.



Alternate Educational Plan February 2022

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Activity Sheet – 4

**Choose the appropriate one of these words from the bracket below.
(Condensation, evaporation, transpiration, diffusion, osmosis)**

- **Water from the lake accumulates in the air**

- **Water from the plants accumulates in the air**

- **Fog on the leaves of plants**

- **Drying of wet clothes.**

- **Water becomes ice.**

Alternate Educational Plan February 2022

Class: 6 Std

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Activity Sheet – 5

Write a essay on “Water Conservation is Our responsibility”.