

LESSON PLAN

Class : **VI**

Name of the Teacher : **SUNKARI RAMBABU**

Subject : **SOCIAL STUDIES**

School : **ZPHS, Garudabilli**

Name of the Lesson/ Unit	Topic	No. of Periods Required	Time line for teaching		Any specific Information
			From	To	
Our Earth in the Solar System	<ul style="list-style-type: none"> • Celestial Bodies • Stars • Constellations 	2	18/07/2022	19/07/2022	The heavenly bodies like the sun, the Earth, the moon etc are called celestial bodies.
	<ul style="list-style-type: none"> • The Solar system • The sun • Planets 	4	20/07/2022	23/07/2022	The Sun, eight planets and their satellites are to gathered called as the solar system.
	<ul style="list-style-type: none"> • The Earth – Lithosphere, Hydrosphere, Atmosphere, Biosphere 	2	25/07/2022	26/07/2022	The Earth is a unique celestial body dye to life only existing on this.
	<ul style="list-style-type: none"> • Satellites • The moon • Man-made satellites 	2	27/07/2022	28/07/2022	The moon is the only natural satellite to the Earth.
	<ul style="list-style-type: none"> • Asteroids • Meteoroids • Comets • Galaxy • Universe 	2	29/07/2022	30/07/2022	The vast space contain with all celestial bodies is know as Universe. Galaxies are the parts of this universe.

Prior Concepts / Skills: Know about Sun, Moon, Earth, Stars, Group of Stars etc.

Learning Outcomes

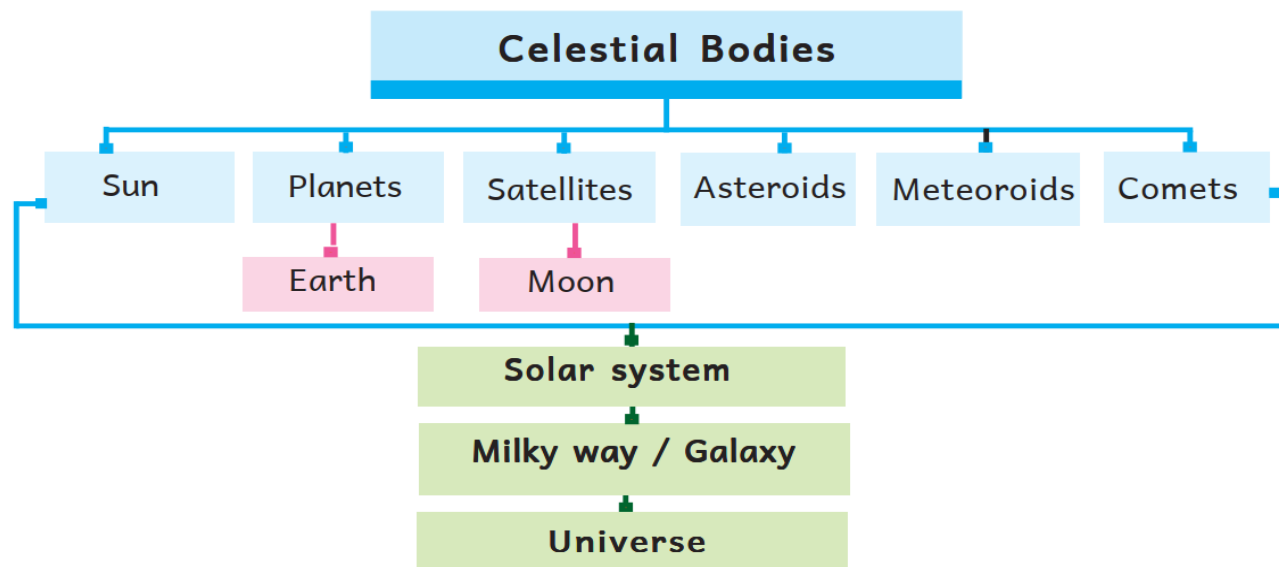
No. of Periods

- Understand the celestial bodies.
- Understand different components of the solar system.
- Differentiate between stars, planets and satellites.
- Recognise that the Earth is a unique celestial body due to existence of life zones of the Earth special reference to biosphere.
- Know the difference between natural and man-made satellites.
- Differentiate between solar system, galaxy and the universe.

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TEACHING LEARNING PROCESS

Induction / Introduction:

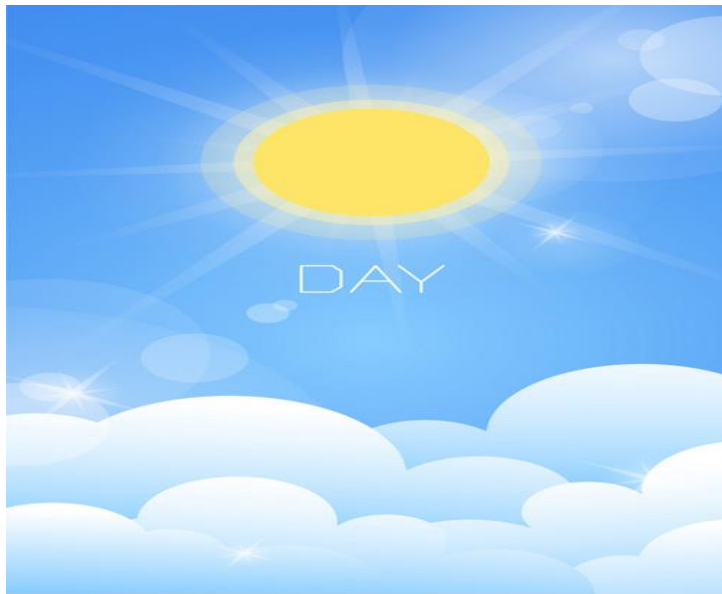


We will learn about the above concepts through this lesson.

Experience and Reflection:

Dear children observe the pictures which are display on the screen.

- What you observe in the first picture?
- What you observe in the second picture?
- What do you know about sun?
- What do you know about Earth?
- Do you observe night sky?
- What things do you find in the night sky?
- Do you observe any things in group in the night sky?
- Where we live?
- Why we cannot see stars and moon in the day time? (To know the answer to this question we do a small activity)



Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions	TLM (Digital + Print)
<ul style="list-style-type: none"> Organise “Let us observe celestial bodies” activity which was given in the text book. Give the explanation and definition about celestial bodies. The sun, the moon, the Earth etc. are called the celestial bodies. Show a flow chart which shows celestial bodies. 	<ul style="list-style-type: none"> Participated in the activity “Let us observe celestial bodies” 	<ul style="list-style-type: none"> Write the definition and examples for the celestial bodies. 	<ul style="list-style-type: none"> Define celestial bodies? Name some celestial bodies? Why we cannot see stars and moon in the day time? 	<p>Textbook - APSCERT</p> <p>Torch</p> <p>Sheet of paper</p> <p>Pencil</p> <p>needle</p> <p>PPT which shows flow chart of celestial bodies</p>
<ul style="list-style-type: none"> Explain about stars and constellations and write key point on the white board. The celestial bodies which are produce light and heat are called Stars. These are luminous celestial bodies. Nearest star to the Earth is the Sun. Patterns formed by different groups of stars are called constellations. 	<ul style="list-style-type: none"> Observe the pictures related to various constellations which are shown on the screen and draw them as a group activity. 	<ul style="list-style-type: none"> Write various constellation names based on the pictures shown on the screen. 	<ul style="list-style-type: none"> What is star? Which is the nearest star to the Earth? Define constellation? Name some constellations? 	<p>PPT which shows Pictures of constellations and North star.</p>

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions	TLM (Digital + Print)
<ul style="list-style-type: none"> • Explain and visualise “The solar system”. • Play a video which shows solar system. • Show a picture in the textbook which shows “Solar system” and the students to prepare a table. • Explain about the Sun and Eight planets by displaying PPT. 	<ul style="list-style-type: none"> • Students participated a role play on solar system. • Prepare a model of solar system. 	<ul style="list-style-type: none"> • Prepare a table on solar system. • Prepare some questions based on the above table which shoe about solar system. 	<ul style="list-style-type: none"> • Name the Eight planets? • What is planet? • In what way the sun useful to human beings? 	Solar system Video PPT which shows about planets.
<ul style="list-style-type: none"> • Explain about the Earth and its spheres – Hydrosphere, Atmosphere, Lithosphere, Biosphere. • Organise a discussion why the Earth is called a unique planet in the solar system. 	<ul style="list-style-type: none"> • Participating in the group discussion on why the Earth is called a unique planet in the solar system. • Prepare a poster on how to protect the Earth. 	<ul style="list-style-type: none"> • Draw a chart with various spheres of the Earth. 	<ul style="list-style-type: none"> • Which is our living planet? • What are the various spheres of the Earth? • “The earth is a unique planet in the solar system” why? • What do animals and planets require in order to grow and survive? • Is there any planet-B to live human being? • Say some measures to protect our living planet. 	PPT which shows various spheres of the Earth.

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions	TLM (Digital + Print)
			<ul style="list-style-type: none"> • Why is life not possible on all planets? • What happens to the humans on this Earth if pollution increases further? 	
<ul style="list-style-type: none"> • Explain and visualise “satellites – Natural and Human made”. • Display the table which shows Planets and their number of satellites. • Except Mercury and Venus all planets have natural satellites. • Moon is the only natural satellite of the Earth. • Play a video which shows man-made satellites. • Explain the role of ISRO and scientist in order to preparing artificial satellites. 	<ul style="list-style-type: none"> • Collect various picture of man-made satellites and prepare a scrap book. 	<ul style="list-style-type: none"> • Note down the notes related to satellites – Natural and Man-made. 	<ul style="list-style-type: none"> • Which is the only natural satellite of the Earth? • What is the difference between natural and man-made satellites? • Name some man-made satellites. • How man-made satellites helps to human beings? • Appreciate the role of scientists in order to preparing satellites. 	Man-made satellites Video

Explicit Teaching / Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check for Understanding Questions	TLM (Digital + Print)
<ul style="list-style-type: none"> Explain about “Asteroids, Meteoroids, Comets, Galaxy and Universe. Show a picture (Fig:1.13) in the textbook and explain how the universe big. 		<ul style="list-style-type: none"> Draw a chart which shows from the Earth to the Universe. 	<ul style="list-style-type: none"> Where we can observe asteroids? What is Galaxy? Name any galaxy. 	<ul style="list-style-type: none"> PPT which shows Asteroids, Meteoroids, Comets, Galaxy and Universe.

Student practice Questions & Activities:

1. Observe the figure 1.4 in the textbook and fill the following table.

Sl.No	Name of the Planet	Distance from the Sun	No. of Moons

2. Solve the puzzle which was given in the back side of the lesson with given clues.

CROSS

- The cluster of millions of Stars
- The natural satellite of the Earth
- The ringed planet (see figure 1.4)
- The sphere of water
- The celestial object that is made up of head and tail

DOWN

- The shape of the Earth
- The closest Star to the Earth
- The path of the Planets that move around the Sun
- The sphere of gases that surrounds the Earth
- The small pieces of celestial bodies, move around the Sun between Mars and Jupiter.

3. Do the choose the correct answers and match the following which were given in the backside of this lesson in the textbook.

Assessment:

1. How does a planet differ from a star?
2. What is meant by the “Solar system”?
3. Why is life not possible on all planets?
4. Why do we always see only one side of the Moon?
5. What is the Universe?
6. Scientists are now trying to explore more about Moon and other planets. Do you think their efforts benefit us?
7. Air and water are essential to live on the Earth. But now they are being polluted by humans. What happens to the life of humans on this Earth if pollution increase further?

Signature of the Teacher

Signature of the Headmaster

Visiting officer with remarks



*Our Earth in
the Solar
system -PPT*



*Our Earth in
the Solar
system -PDF*



*Our Earth in
the Solar
system -Video 1*



*Our Earth in
the Solar
system -Video 2*