Skill focused | Target Learning Outcomes | Suggested strategies
--- | --- | ---
Gathering data Classification Communication | Explores surrounding and shares experience with others – Identifies ingredients of common food items | Individual/Group Task

Sample Activity -1

<table>
<thead>
<tr>
<th>Target Learning Outcome</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Collection of recipes from different regions of India with pictures.</td>
</tr>
</tbody>
</table>

- Listing the ingredients of a particular recipe.
- Classifying the ingredients as originating from plants or animals.

Sample Activity -2

<table>
<thead>
<tr>
<th>Target Learning Outcome</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Interview method.</td>
</tr>
</tbody>
</table>

The child finds out about edible parts of various plants from his mother/neighbours and shares his findings in the class. Example:- Banana, Pumpkin, drumstick etc.

**Suggested activities for other learning outcomes** - activities like quiz, jumbled words, and demonstrations can be performed in the class.

**Pedagogical tools for achieving learning indicators** - Collection of recipes, pictures.

**Evaluation test for learning indicators**

I. Fill in the blanks from the words given below:

(nectar, sprouts, ingredients, edible)

1) Seeds from which a small white structure may grow out are said to have _____.

2) Materials needed to prepare a dish are called ______________.

3) Some plants have two or more ____ parts.

4) Bees collect ____ from flowers, convert it into honey and store it in their hive.
II. Match the items given in column A with that in column B

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Mustard plant</td>
<td>1) Ingredients needed to prepare vegetable curry</td>
</tr>
<tr>
<td>2) Grains, Cereals and Fruits</td>
<td>2) Seeds and leaves are edible</td>
</tr>
<tr>
<td>3) Vegetables, salt, spices and oil</td>
<td>3) Plant products</td>
</tr>
</tbody>
</table>

III. Mark True or False:

1) Animals which eat only plants are called herbivores.

2) Animals which eat both plants as well as other animals are called carnivores.

3) Animals which eat only animals are called omnivores.
Skill focused | Target Learning Outcomes | Suggested strategies
--- | --- | ---
Gathering data | Explores surrounding and shares experience with others – Identifies nutrients present in different food items | Individual Group Task
Classification
Analysis
Communication

**Sample Activity - 1**

<table>
<thead>
<tr>
<th>Target Learning Outcome</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands the necessity of having a balanced diet</td>
<td>Recording the food items eaten for breakfast, lunch and dinner over a period of one week</td>
</tr>
</tbody>
</table>

- The students note down the food items eaten for breakfast, lunch and dinner over a period of one week in a tabular form.
- After a week they analyze the nutrients obtained from the food by each child and classify it as a balanced diet or not.

**Suggested activities for other learning outcomes** - Role play on deficiency diseases, Demonstrations based on test for starch, proteins and fats.

**Pedagogical tools for achieving learning indicators** - Data collection and its analysis

**Evaluation test for learning indicators**

I) Name the following

1. Two sources of fats __________________ _____________
2. Two sources of protein __________________ _____________
3. Two sources of vitamin C __________________ _____________
4. Disease caused due to deficiency of iron ______________
5. Disease caused due to deficiency of vitamin A _____________

II) Fill in the blanks

1. Deficiency diseases can be prevented by taking a _______________ diet.
2. Carbohydrates and fats provide _______________ to our body.
3. Foods containing carbohydrates and fats are also called _______________ giving foods.
Skill focused | Target Learning Outcomes | Suggested strategies
--- | --- | ---
Gathering data Classification Analysis Communication | Explores surrounding and shares experience with others - identification and classification of fibres | Individual Group Task

Sample Activity -1

<table>
<thead>
<tr>
<th>Target Learning Outcome</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learns to identify different types of fabric used to make clothes</td>
<td>Collection of samples of fabrics</td>
</tr>
</tbody>
</table>

The students collect samples of fabrics from a tailor and classify them as natural or synthetic fibres

Sample activity 2- Picture activity

<table>
<thead>
<tr>
<th>Target Learning Outcome</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands the different steps to make a fabric</td>
<td>Picture activity</td>
</tr>
</tbody>
</table>

Match the given words with the pictures below: Spinning, Knitting, Ginning, Weaving
**Suggested activities for other learning outcomes** - Weaving with paper strips, knitting, classroom discussion on Mahatma Gandhi who popularized charkha.

**Pedagogical tools for achieving learning indicators** - Identification of samples of fabrics, pictures

**Evaluation test for learning indicators**

I. Multiple choice questions:

1) Which one of the following is a natural fiber?
   a) Nylon   b) Rayon   c) Polyester   d) Wool

2) The thinnest strands of a fabric are called:
   a) Yarns   b) Threads   c) Fibers   d) Cocoons

3) Removal of cotton from cotton bolls is done by:
   a) Hand picking   b) Ginning   c) Combing   d) Retting

II. Fill in the blanks from the words given below:
   (Charkha, flowering, synthetic)

1) The jute plant is harvested when it is at ____ stage.

2) Fibers made from chemical substances are called ____ fibers.

3) ______ is a device used for spinning

III. Short answers type questions:

1) What is the difference between weaving and knitting?

2) Classify the following as natural and synthetic fibers.
   A) Wool   b) Nylon   c) Polyester   d) Cotton

   **Achievement test based on Chapters 1, 2 and 3**

1. Why do some children develop Rickets?

2. What happens when we eat a lot of fried food?

3. Why is cotton called a natural fibre?

4. Why is roughage necessary to be included in our diet?

5. Doctors us to include lots of sprouted grains in our diet. Why?
6. What would be the result if a child does not eat vegetables and fruits?

7. Why is a cow called a herbivore?

8. When we add iodine solution to a food item, it turns blue black. What component of food does it contain?

9. What type of soil is needed to grow cotton plants?

10. How is knitting different from weaving?
Subject: Science  
Level B1(VI)  
Lesson: Sorting materials into groups  
Worksheet4

<table>
<thead>
<tr>
<th>Skill focused</th>
<th>Target Learning Outcomes</th>
<th>Suggested strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gathering data</td>
<td>Records, reports and analyses the findings - Identification and classification of materials</td>
<td>Individual Group Task</td>
</tr>
<tr>
<td>Classification</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Sample Activity -1**

<table>
<thead>
<tr>
<th>Target Learning Outcome</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to classify materials according to their properties</td>
<td>Collection and classification of samples</td>
</tr>
</tbody>
</table>

- The students collect buttons of different colours, shapes and sizes, number of holes, etc. and sort them into different groups.

**Suggested activities for other learning outcomes** - Class quiz based on different properties of materials, Classroom discussion on how a chemist/grocer arranges the items in his shop and the reason for doing so.

**Pedagogical tools for achieving learning indicators** - Materials collected for activities, Classroom discussion

**Evaluation test for learning indicators**

1) Give two examples of the following:
   1. liquids soluble in water 2. liquids insoluble in water 3. transparent objects
2) Fill in the blanks:
   1. A substance which is used in making different objects is called _________________
   2. The materials which occur in nature are called ____________________________ materials.
   3. The materials made by man are called ____________________________________ materials.
   4. The materials which have natural shine on their surface are called _________
   5. ____________________________________ is called the universal solvent.
Subject: Science

Level B1(VI)

Lesson: Separation of substances

Worksheet- 5

<table>
<thead>
<tr>
<th>Skill focused</th>
<th>Target Learning Outcomes</th>
<th>Suggested strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation</td>
<td>Explores surrounding and shares experience with others-Understanding the principles of different methods of separation of substances from their mixture.</td>
<td>Individual Group Task</td>
</tr>
<tr>
<td>Critical thinking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identification</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practical ability</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sample Activity -1

<table>
<thead>
<tr>
<th>Target Learning Outcome</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Able to separate components from a mixture</td>
<td>Picture activity</td>
</tr>
</tbody>
</table>

- Picture activity- Getting clear water from muddy water: Identify the methods given below and arrange them in a correct order.

Suggested activities for other learning outcomes- Separation of components of various mixtures – (1) Peanuts from rice (2) Cream from milk (3) Tea leaves from tea (4) Salt from sea water. etc
Pedagogical tools for achieving learning indicators - Demonstrations.

Evaluation test for learning indicators - Find the methods of separation from the word maze.

V C K S V X A N N N E J K D U
A X O R S F Q R E P J I H E N
G Y T N H S L U W F N N B C U
K H Z L D M F E L O X X I A G
J F T H R E S H I N G V C N N
S E D I M E N T A T I O N T I
T W H N N D A S O S I T S A K
N O I T A R O P A V E I C T C
T F X N T B U H G T E Y H I I
G C Z L N E J S R V I T U O P
T J I M G O W O I N O O R N D
A F F Q J F W N C Y U E N T N
K F U M V M E I O L C H I O A
L O U J K X N M N P V L N Y H
W M M A A U D M V G H G G R U

CHURNING
EVAPORATION
SEDIMENTATION
WINNOWING

CONDENSATION
FILTRATION
SIEVINE

DECANTATION
HANDPICKING
THRESHING
Subject: Science

Level B1(VI)

Lesson: Changes around us

Worksheet 6

<table>
<thead>
<tr>
<th>Skill focused</th>
<th>Target Learning Outcomes</th>
<th>Suggested strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation</td>
<td>Explores surrounding and shares experience with others - Understanding the various changes around us and classifying them as reversible or irreversible</td>
<td>Individual Group Task</td>
</tr>
<tr>
<td>Identification</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classification</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Sample Activity -1**

<table>
<thead>
<tr>
<th>Target Learning Outcome</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Able to recognize the various changes around us</td>
<td>Identification of types of changes</td>
</tr>
</tbody>
</table>

**Activity -1**
Classify the following changes into reversible and irreversible changes

1. Crumpling of paper
2. Burning of paper
3. Sawing of wood
4. Cooking of food
5. Change of water into water vapor
6. Ironing of clothes
7. Rusting of iron
8. Melting of wax
9. Wet clothes into dry clothes
10. Cutting of paper

**Suggested activities for other learning outcomes** - Quiz, Classification of examples observed in nature.

**Pedagogical tools for achieving learning indicators** - Observation and classification of changes around us

**Evaluation test for learning indicators –**

1) Choose the correct answer:

1. Germination of seed is a reversible / irreversible) change.

2. All metal expands on (cooling / heating).
3. In (reversible / irreversible) change, we cannot get back the original compound.

4. Lighting of candle is a (reversible / irreversible) change.

5. Bursting of balloon is a (reversible / irreversible) change.

II) Fill in the blanks

1. Knitting of woolen yarn is a ___________________ changes.

2. On cooling, the metal ___________________.

3. Falling of leaves from a tree is an _________________ changes.

4. On heating, metal rim _________________ and fits into the wooden wheel.

5. Burning of incense stick is a _________________ change.

6. Reversible changes are _________________ in nature.

7. A change from liquid to solid state on cooling is called _______________.

B1 VI 11
Achievement test based on Chapters 4, 5 and 6

I) Answer the following questions-

1. Why do shopkeepers keep some materials in transparent containers?
2. Why do we need to group materials?
3. How will you separate stones from grains?
4. Explain, why a metal rim is made slightly smaller than the wooden wheel?
5. Drying of clothes is a reversible change. Justify
6. A piece of steel can be converted into a powerful magnet. What kind of change is this?
7. Why do we churn milk?
8. State the principle behind winnowing.
9. When we pour a few drops of mustard oil in water, the oil floats on the surface. Why?
10. Why can we not use a tumbler made with a piece of cloth?
Subject: Science  
Level B1(VI)  
Lesson: Getting to know plants  
Worksheet 7

<table>
<thead>
<tr>
<th>Skill focused</th>
<th>Target Learning Outcomes</th>
<th>Suggested strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation</td>
<td>Explores surrounding and shares experience with others - Understanding the parts of a plant and their functions</td>
<td></td>
</tr>
<tr>
<td>Identification</td>
<td></td>
<td>Individual Group Task</td>
</tr>
<tr>
<td>Analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classification</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Draws diagrams of various parts of a plant, leaf and flower</td>
<td></td>
</tr>
</tbody>
</table>

Sample Activity -1

<table>
<thead>
<tr>
<th>Target Learning Outcome</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Able to identify the parts of a plant</td>
<td>Picture activity - labelling</td>
</tr>
</tbody>
</table>

Picture activity - Label the parts of a plant, leaf and flower

![Image of a plant diagram]

![Image of a leaf]
Suggested activities for other learning outcomes - Identification of herbs, shrubs and trees in the school premises, making a herbarium

Pedagogical tools for achieving learning indicators - Visit to the school garden, data collection, observation of nature, specimen.

Evaluation test for learning indicators –

I) Fill in the blanks

1. _______________________ is the flat green part of a leaf.

2. _______________________ is the female reproductive organ of a flower.

3. The root system consisting a main root from which lateral roots develop is called ____________________.

4. The pattern of veins on the leaf is called ____________________.

5. Loss of water in the plants through stomata is called ____________________.

II) State whether the following are true or false

1. Ovary is a part of stem

2. The stem helps in holding the plant firmly in the soil

3. Leaves give out water vapour through the process of transpiration

4. Plants with weak stem that cannot stand upright and spread on the ground are called trees.

5. Plants can carry out photosynthesis without carbon dioxide
Subject: Science  
Level B1(VI)  
Lesson: Body movements

Worksheet 8

<table>
<thead>
<tr>
<th>Skill focused</th>
<th>Target Learning Outcomes</th>
<th>Suggested strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation Identification Analysis Questioning</td>
<td>Explores surrounding and sharesexperience with others Makes efforts to acquire further knowledge</td>
<td>Individual Group Task</td>
</tr>
</tbody>
</table>

Sample Activity -1

<table>
<thead>
<tr>
<th>Target Learning Outcome</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Able to identify the bones and joints of human body</td>
<td>Picture activity- Identification of bones and joints of human body</td>
</tr>
</tbody>
</table>

- Unscramble the words and match them with the given pictures – Kbooe, cegbar, ukl, eeenos, lbdnaskcetonioj, nigehnioj

[Images of bones and joint pictures]
**Sample Activity -2**

<table>
<thead>
<tr>
<th>Target Learning Outcome</th>
<th>Able to understand the functioning of different joints of human body</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity</td>
<td>Use of nursery rhyme</td>
</tr>
</tbody>
</table>

- Introduction of joints with the help of nursery rhyme

“(Put your right hand in and your right hand out, your right hand in
And turn it all about)
(Do the boogie woogie) 2
And that’s what its all about

* Repeat the lines with other body parts to illustrate the movement of different joints

**Suggested activities for other learning outcomes**-
- Role play for gait of animals
- Information about X ray images
- Discussion- On how to keep our bones healthy

**Pedagogical tools for achieving learning indicators**- Visit to the biology laboratory to observe the model of human skeleton, Charts and Power point to explain the gait of animals

**Evaluation test for learning indicators** –

Fill in the blanks

1. In Shark, skeleton is made up of _____________.
2. Snails move with the help of a ________________.
3. The _____________ in the earthworm helps to get a good grip on the ground.
4. _________________ joint allows movement in all directions.
5. Elbow joint is an example of _______________ joint.
6. Snails move with the help of muscular _________________.
7. The body and legs of cockroaches have hard coverings forming on outer _________________.
8. Snakes ___________________________ on the ground by looping sideways.
9. The joint between the skull and the neck is called __________ joint.
10. Fishes have a ________________ body shape.
Lesson: The living organisms and their surroundings

Worksheet 9

<table>
<thead>
<tr>
<th>Skill focused</th>
<th>Target Learning Outcomes</th>
<th>Suggested strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation</td>
<td>Explores surrounding and shares experience with others</td>
<td>Individual Group Task</td>
</tr>
<tr>
<td>Identification</td>
<td>Understands about the adaptations of different animals which enables them to live in a particular habitat</td>
<td></td>
</tr>
<tr>
<td>Analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classification</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sample Activity - Picture activity – Match the given habitats with the pictures of animals.

<table>
<thead>
<tr>
<th>Target Learning Outcome</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Able to identify the habitats of different animals</td>
<td>Picture activity- Animals and their Habitats</td>
</tr>
</tbody>
</table>
Suggested activities for other learning outcomes-

- Role play- Predator and prey
- Making models of habitats like desert, aquarium, mountainous regions.
- Making a scrap book on animals and their habitats
- Quiz

Pedagogical tools for achieving learning indicators- Power point presentation, pictures

Evaluation test for learning indicators –

Fill in the blanks

1. Fish have ___________shaped body that help them to move inside water.

2. Small changes that take place in the body of a living organism over a short period to overcome to some problems due to changes in the surrounding are called ________________.

3. In the mountain regions, the trees are normally ______________ shaped.

4. The process of producing more of their own kind by the living organisms is called ________________.

5. Frogs have ___________feet that help them to swim in water.

6. Dolphins and whales breathe through ______________.

7. The process of getting rid of wastes by the living organisms is called ________________.

8. The leaves of submerged aquatic plants are ______________

9. During respiration, organisms take in _______________ and give out ________________.

10. Exchange of gases in plants take place through the tiny pores on the leaves called ________________
Achievement test based on Chapters 7, 8 and 9

I) Identify the venation and types of root systems

<table>
<thead>
<tr>
<th>S. NO</th>
<th>NAME OF THE PLANT</th>
<th>VENATION</th>
<th>ROOT SYSTEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Maize</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Banyan tree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Mango tree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Grass</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>China rose plant</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

II) Answer the following questions-

1. Why do predators have eyes in the front and the prey on the sides?
2. Why is a camel called the ship of the desert?
3. How is a frog adapted to live both on land and water?
4. Which features enable a cactus to live in a desert?
5. If you tie a scale on your arm with a cloth, are you able to bend your elbow? Explain.
6. How is a bird’s body adapted to fly?
7. Name the colored part of a flower and explain its function.
8. Why do the flowers which bloom at night have a strong scent?
9. How can you predict the type of root system of a plant by observing its leaf?
10. What do you mean by acclimatization?

III) Match the following

Column I                          Column II

Rats and snakes                  (a) Predator
Lion                              (b) Live both on land and in water
Deer                              (c) Stay in burrows deep in the sand
Dolphins and whales              (d) Prey
Camel                            (e) Breathe through blowholes
Frogs                            (f) Can live without water for many days
Subject: Science  
Level B1(VI)  
Lesson: Motion and measurement of distances  
Worksheet 10

<table>
<thead>
<tr>
<th>Skill focused</th>
<th>Target Learning Outcomes</th>
<th>Suggested strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation Experiments Analysis Conclusion</td>
<td>Records, reports and analyses the findings.</td>
<td>Individual Group Task</td>
</tr>
</tbody>
</table>

Sample Activity -1

<table>
<thead>
<tr>
<th>Target Learning Outcome</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Able to differentiate between estimation and measurement</td>
<td>Practical based</td>
</tr>
<tr>
<td></td>
<td>Measuring the length of the desk with hand span and with a measuring scale/measuring tape and making comparisons.</td>
</tr>
<tr>
<td></td>
<td>Measuring the length of the class room with foot length and with a measuring scale/measuring tape and making comparisons</td>
</tr>
</tbody>
</table>

Suggested activities for other learning outcomes -

- Essay writing on “Trip to your hometown” to illustrate the different modes of transport.
- Picture activity- Ancient and modern modes of transport
- Identification of different types of motion with the help of miming game.

Pedagogical tools for achieving learning indicators- Different tools of measurement like- handspan, foot length, measuring scale, measuring tape

Evaluation test for learning indicators –

I) State True (T) or False (F) against the following statements:

a. Handspan cannot be used to measure length all over the world.

b. Ten millimeter is equal to 1 metre.

c. Motion and rest are different terms

d. To measure the diameter of tree, you can use measuring tap or thread.

e. Kilometre is the SI unit of length.
II) Match the following:

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) Train</td>
<td>(a) Motion of planets around the sun</td>
</tr>
<tr>
<td>(ii) Circular motion</td>
<td>(b) Meter</td>
</tr>
<tr>
<td>(iii) Periodic motion</td>
<td>(c) Mode of transport</td>
</tr>
<tr>
<td>(iv) Length of a curved line</td>
<td>(d) Motion of a swing</td>
</tr>
<tr>
<td>(v) S. I unit of length</td>
<td>(e) Is measured with the help of a thread</td>
</tr>
</tbody>
</table>

III) Answer the following questions

1. While measuring the length of a pencil with a scale, one end is at 2.5 cm and the other end at 9.5 cm. What is the length of the pencil?
2. (i) Why can a pace or a step not be used as a standard unit of length?
   (ii) The distance between Asha’s home and her school is 4650 m. Express this distance in km.
Subject: Science  
Level B1(VI)  
Lesson: Light, shadows and reflections  
Worksheet 11

<table>
<thead>
<tr>
<th>Skill focused</th>
<th>Target Learning Outcomes</th>
<th>Suggested strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation</td>
<td>Performs activities- Collects information about the nature of shadows</td>
<td>Individual Group Task</td>
</tr>
<tr>
<td>Analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conclusion</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sample Activity -1

<table>
<thead>
<tr>
<th>Target Learning Outcome</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands the formation of shadows</td>
<td>Creative activity</td>
</tr>
</tbody>
</table>

- Story telling with the help of shadows

Suggested activities for other learning outcomes-
- Visit to laughing gallery to observe image formation by different types of mirrors
- Number of images formed when two mirrors are inclined at different angles.

Pedagogical tools for achieving learning indicators-  Formation of shadows- Source of light, opaque objects of different shapes and screen, Pin hole camera

Evaluation test for learning indicators –

I. Fill in the blanks
   1. If we cannot see through an object at all, it is an ………………object.

   2. If we can see clearly through an object, it is a …………………… object.

   3. If we can see an object but not very clearly, it is a………………..object.

II. Answer the following questions

   1. What are luminous objects. Give one example.

   2. a) How are shadows formed.

   b) What are the three things needed to form a shadow.
III. Mark True or False

1. Mirror changes the direction of light that falls on it.

2. Notebook is a luminous object.

3. Light travels in straight line.
### Subject: Science  
#### Level B1(VI)  
### Lesson: Electricity and circuits

**Worksheet 12**

<table>
<thead>
<tr>
<th>Skill focused</th>
<th>Target Learning Outcomes</th>
<th>Suggested strategies</th>
</tr>
</thead>
</table>
| Observation Experiments Analysis Conclusion | • Performs activities  
• Records, reports and analyses the findings  
• Connects scientific concepts to everyday life | Individual / Group Task |

**Sample Activity -1**

<table>
<thead>
<tr>
<th>Target Learning Outcome</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands the components of a simple Electric circuit</td>
<td>Practical based</td>
</tr>
</tbody>
</table>

- **Experiment** – Making a simple Electric circuit and testing conductivity of different materials using a simple Electric circuit.

**Suggested activities for other learning outcomes**-

- Interview method.
- Listing the precautions to be taken while handling electrical appliances.
- Making a hand held fan with an old torch.

**Pedagogical tools for achieving learning indicators**—Components used to make an electric circuit, Torch.

**Evaluation test for learning indicators** –

I) Write ‘T’ if the statement is true and ‘F’ if it is false:
- i. Instead of a metal wire, a jute string can be used to make a circuit.
- ii. Electric current can flow through metals.
- iii. Electric current can pass through a sheet of thermocol.
- iv. An electric bulb glows when electric current passes through it.
- v. The black rod in a dry cell is made of lead.

II) Draw an inside view of a torch and label its parts
Achievement test based on Chapters 10, 11 and 12

I) Solve the crossword puzzle from the clues provided below

Across
6. Path taken by electric current

Down
1. The thin wire in the bulb that gives off light
2. This produces electricity from chemicals stored in them
3. Material which do not allow electricity to pass through them
4. A device which breaks or completes a circuit
5. They are used to form connections in an electric circuit
7. Material which allow electricity to pass through them

II) Answer the following questions
1. How is the word ‘AMBULANCE’ written on the vehicle? Why?
2. Do the coloured objects have coloured shadows? Explain
3. Why do we need a standard unit of measurement?
4. How will you measure the length of a curved line?
5. Where do you find a natural pinhole camera?
Subject: Science  
Level B1 (VI)  
Lesson: Fun with magnets  
Worksheet 13

<table>
<thead>
<tr>
<th>Skill focused</th>
<th>Target Learning Outcomes</th>
<th>Suggested strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation</td>
<td>Performs activities</td>
<td>Individual / Group Task</td>
</tr>
<tr>
<td>Experiments</td>
<td>Records, reports and analyses the findings</td>
<td></td>
</tr>
<tr>
<td>Analysis</td>
<td>Displays a sense of interest in science by making magnetic toys</td>
<td></td>
</tr>
<tr>
<td>Conclusion</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sample Activity -1

<table>
<thead>
<tr>
<th>Target Learning Outcome</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies magnetic and non magnetic substances</td>
<td>Practical based</td>
</tr>
</tbody>
</table>

Introducing Magnets to Kids. Make the children gather sometimes. Like paper clips, plastic toys, a spoon, a pencil, eraser, etc from around the house and bring them to the class. Hand them a magnet and have them explore the items. They conclude that some items are attracted to the magnet and some are not. Let them sort all the items into: magnetic and non-magnetic.

Suggested activities for other learning outcomes-

- Making toys like a boat, car, fish pond etc with the help of magnets
- Properties of magnets

Pedagogical tools for achieving learning indicators- Materials needed for activities- Bar magnets, magnets of different shapes, stickers on refrigerators, magnetic toys, etc.

Evaluation test for learning indicators –

1) Fill in the blanks:
   1. A freely suspended ______________ always points in the north-south direction.
   2. Similar poles of two magnets always ______________ each other.
   3. Bar magnet is an example of ______________ magnet.
   4. A magnetic ______________ is used for finding geographic direction.
II) Write true or false in front of the statements given below:

1. Bar magnet is more powerful than natural magnet.
2. Magnetic poles always exist in pairs.
3. Magnetism is maximum in the middle of a bar magnet.
4. Magnetic Compass is used for finding magnetic directions.
5. Small pieces of wood are attracted by a strong magnet.
6. A magnet can separate iron nails from a mixture of iron filings and iron nails.

III) Classify the given materials as magnetic or non-magnetic: A shaving blade, a plastic ruler, a steel cupboard, a brass button, a piece of chalk, a plastic mug, a blade of knife, water, wooden stick, copper wire, iron nail, sewing needle, paper clip, eraser, safety pin, cork, spoon, rubber band, tooth brush
Subject: Science

Level B1 (VI)

Lesson: Water

Worksheet 14

<table>
<thead>
<tr>
<th>Skill focused</th>
<th>Target Learning Outcomes</th>
<th>Suggested strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation Experiments Analysis Conclusion</td>
<td>• Performs activities • Connects scientific concepts to everyday life • Shows problem solving skills</td>
<td>Individual / Group Task</td>
</tr>
</tbody>
</table>

Sample Activity -1

<table>
<thead>
<tr>
<th>Target Learning Outcome</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies magnetic and nonmagnetic substances</td>
<td>Survey based</td>
</tr>
</tbody>
</table>

Survey of leaking taps in the school premises and submitting a report to the maintenance in charge by the students

Suggested activities for other learning outcomes-

- Slogan writing on ‘Save water’
- Model making – Rain water harvesting
- Wall magazine/ Collage- Pollution of water and conservation of water
- Techniques and tips to reduce wastage of water by people – Discussion and role play

Pedagogical tools for achieving learning indicators- Materials needed for activities, Power point presentation- Recyling of waste water, Discussion, Role play.

Evaluation test for learning indicators –

I) Fill in the blanks:

1. Water vapour gets added to the atmosphere by ________________ and ________________.
2. Water disappears from wet clothes by the process of ________________.
3. The source of water below the ground such as wells, tubewells, lakes etc. is known as ______.
4. In winter mornings, ____________ is formed due to condensation of water vapour near the ground.
5. The amount of the seepage of ________ into the ground affects the availability of ground water.
II) Name the following:

1. Two rainwater harvesting techniques
2. The two processes through which water vapor enters the air.
3. Two adverse effects of floods.
4. Two adverse effects of drought.
5. Two factors leading to shortage of usable water on the earth.

III) Write true or false:

1. Open wells are fed by ground water.
2. Life is possible on earth without water.
3. Saline water is fit for drinking.
4. Concrete land surfaces increases the seepage of rainwater into the ground.
5. About two-thirds of the earth is covered with water.
Sample Activity - 1

<table>
<thead>
<tr>
<th>Target Learning Outcome</th>
<th>Learns that dust is one of the causes of air pollution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity</td>
<td>Activity based</td>
</tr>
</tbody>
</table>

Observation of dust collected in a particular area at different times- Fix a small strip of paper on a clear glass window for a week and observe the amount of dust collected by removing the strip. This activity should be repeated every month and observation recorded.

Suggested activities for other learning outcomes -

- Air occupies space using a balloon.
- 1/5<sup>th</sup> of air is Oxygen
- Water contains dissolved air.
- Poster making – Prevention of air pollution.
- Discussion- How does air help us in daily life

**Pedagogical tools for achieving learning indicators - Materials** needed for activities, Power point presentation, Discussion, Role play.

**Evaluation test for learning indicators –**

I) Choose the correct answer :-

1. The height of the atmosphere is (120 km/240 km)
2. The volume of oxygen (increases/decreases) with increase in altitudes.
3. (Carbon dioxide/Oxygen) is taken in by the plants for photosynthesis.
4. Air contain approximately (78 percent/80 percent) of Nitrogen.

II) Name the following :-

1. The two scientists who proved air is a mixture of gases
2. The lightest gas in the air.
3. The gas essential for combustion and respiration.
4. The substance in presence of which photosynthesis takes place.

III) Fill in the blanks:
1. Air is a ______________ of gases.
2. The component of air that supports burning is called ______________.
3. The aquatic animals use dissolved _______ in water for respiration.
4. Nitrogen of the air is used on a large scale to manufacture ______________.
Subject: Science  |  Level B1(VI)  |  Lesson: Garbage in, Garbage out

Worksheet 16

<table>
<thead>
<tr>
<th>Skill focused</th>
<th>Target Learning Outcomes</th>
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<tbody>
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<td>• Performs activities • Connects scientific principles to everyday life • Shows problem solving skills</td>
<td>Individual / Group Task</td>
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</tbody>
</table>

Sample Activity -1

<table>
<thead>
<tr>
<th>Target Learning Outcome</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learns about garbage management</td>
<td>Activity based</td>
</tr>
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</table>

Making vermin compost using vegetable and fruit peels in an earthen pot.

Suggested activities for other learning outcomes -

• Best out of waste- Making pen stands, flower vase, lamps, etc out of used bottles, cans etc.
• Making papiermache articles out of old news papers
• Survey based project on waste management.

Pedagogical tools for achieving learning indicators - Materials needed for activities, Power point presentation, Flash cards, Discussion, Role play.

Evaluation test for learning indicators –

I) Fill in the blanks :
1. Method of making compost using _____________ is called vermicomposting
2. Converting plant and animals wastes into manure is called ____________.
3. ____________ are called farmers’ friends.
4. A low lying area which is used to dump garbage is called ____________.
5. Fruit peels is an example of ____________ waste.

II) State whether the following are True or False :
1. Paper can be recycled to get useful products.
2. Drains get choked due to plastic thrown by us.
3. Plastics are eco-friendly.
4. Red worms eat up on green leaves on trees and make compost.
5. Plastics give out harmful gases up on heating or burning.
Achievement test based on Chapters 13, 14, 15 & 16

I) Replace the packaging material in the following
1. Milk packets of polythene ______________________
2. Dry eatables in of polythene ______________________
3. Gift items packed in shiny plastic material _____________
4. Thermocol packing ______________________________
5. Plastic/Thermocol tea cups ________________________

II) Answer the following questions
1. Why do traffic policemen wear a mask?
2. Can poles of a magnet be separated? Why?
3. How can a magnet be demagnetized?
4. What is meant by conservation of water? Suggest 3 methods to save water.
5. Why do snakes, snails and earthworms come out of their homes when it rains?
6. Which component of air is used in soft drinks?
7. Why do we see dew drops on the leaves during winter?
8. Why should you be careful in using plastic bags for cooked food?
9. Nowadays it has become compulsory for housing societies to have rainwater harvesting. Why? Which are the two methods of rainwater harvesting?
10. What would happen if the percentage of Oxygen reaches 70%?