

Modular Transaction Module: Grade 6 Science: Electricity and Circuits

Module 1: Addressing the learner's previous knowledge

Objectives:

Module 1 six five objectives:

1. To generate perceptual thinking of the learners and to launch a platform of shared understanding of their perceptions of electricity. These are derived from three sources:
 - a. Their perceptions of the visuals displayed
 - b. What they already know about electricity and its use
2. To develop an experiential understanding of how information can be captured using a graphic organizer such as the spider diagram (sun diagram)
3. To help the learners make oral presentations on their understanding of electricity and its varied uses.
4. To lead the learners to an organic reading activity to gather information from the given textual passage that deals with electricity.
5. To organize the ideas on the whiteboard in the format of a description that has coherence.
6. To help the learners construct a short essay on the uses of electricity.

1.1.Trigger activity:

- Display Pic 1 (on the screen or on the display board)



1.2.Interaction based on the first picture

What do you see in the two pictures?

Is it daytime or night? How do you know?

Where do the children in the first picture get light from?

What about the children in the second picture?

What according to you is the major difference between the two rooms?

Do you think electricity is available in all homes?

Do you think electricity can offer better living conditions for people? Why do you think so?

NOTE:

1. Ask questions one by one. Don't supply ideas; just pose questions and initiate a dialogue with the learners with the help of linguistic devices such as the following:

- Reporting
- Seeking agreement
- Asking for an opinion
- Asking for confirmation
- Seeking explanation
- Seeking exemplification

2. Use code-switching for interaction. If children respond in mother tongue megaphone or for the sake of others. This is different from translating into mother tongue; nor is it code-mixing.

1.3. Capturing ideas generated through interaction on the white board in writing

- Elicit and write key ideas and phrases on the whiteboard in an organized manner.

electric bulb	There are homes in our country without electricity.
electric wire	Some homes get a power supply.
	Electricity can offer better living conditions to people.

- Continue interaction

Do you have electricity at home?

What do we use electricity for?

- Elicit free responses.
- Display the second picture.

1.4. Interaction based on the second picture



What do you see in the first picture in the first row?

What is the girl doing in the second picture of the first row?

What do you see in the third picture?

What are the people doing in the first picture in the second row?

What does the first picture in the second-row show?

What does the second picture in this row show?

What does the last picture in the second row depict?

What is the electrical appliance shown in the middle? What is it for?

Do you think electricity is available to all homes?

Look at the first picture once again. What provides us with electricity through electric wires?

Do you think we will get a power supply all 24 hours a day or all 365 days?

What will you use to get light when electricity is not available?

What is the picture collage about? OR what is the theme of the picture collage?

- Elicit the idea that it is about **electricity and its use.**

1.5. Writing texts on the whiteboard

electric bulb	There are homes in our country without electricity.
electric wire	Some homes get a power supply.
electric post	Electricity can offer better living conditions to people.
watching TV	The first picture in the first row shows an electrified village.
working on laptop	Electricity is not available for some homes.
washing machine	Some homes get an electric power supply.
electrical pumping machine	Electricity can offer better living conditions to people. We use electricity for various purposes.
rooftop tank	We use it for working electrical appliances such as TV, computer, washing machine, and electric bulbs.
streetlights	The girl in the second picture is working on her laptop.
power station	The third picture shows some people in a room watching TV.
torch, bulb	depicts a terrace building and two water tanks on its roof. In the first picture of the second row, we see the members of a family watching TV. The second picture in this row shows a woman putting clothes into a washing machine. The last picture shows streetlights in an electrified village. There is an electric pumping machine in the middle of the collage. The electrical pumping machine is used to lift water from the ground to the rooftop tank.

	<p>It is also used for watering the fields.</p> <p>The power station provides us with electricity.</p> <p>Electricity makes our tasks easier.</p> <p>We use a torch to get light when electricity is not available.</p> <p>The picture collage is about electricity and its use</p>
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1.6. Reading from the whiteboard

Ask the learners to read the text written on the board in small teams.

Give optimal support for reading; we can also seek the support of the whole class while a team is trying to read from the board.

1.7. Generating a description of the picture collage by organizing the sentences on the board.

What title can we give to this picture collage?

All the sentences on the whiteboard are connected to the theme, ‘electricity and its use.’ But the sentences are not properly sequenced. Which sentence should come first?

You can sit in groups and rewrite the sentences in a sequential order to get a description of the picture collage. Let children sit in groups and organize the sentences as a description.

- Let groups write the description on a chart and display it.
- Go for a feedback session.

1.8. Presenting the teacher’s version

Electricity and its use

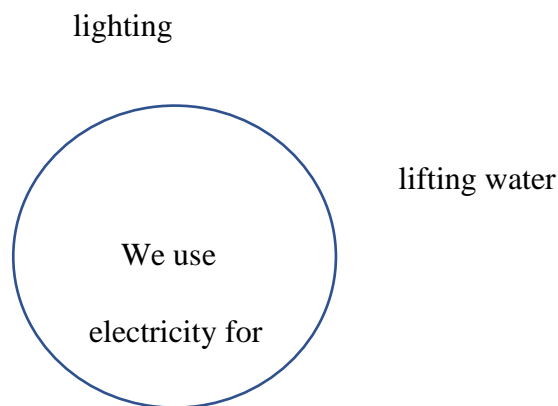
The picture collage contains seven pictures. It is about electricity and its use. The first picture in the first row shows an electrified village. The girl in the second picture is working on her laptop. The third picture shows some people in a room watching TV. depicts a terrace building and two water tanks on its roof. In the first picture of the second row, we see the members of a family watching TV. The second picture in this row shows a woman putting clothes into a washing machine. The last picture shows streetlights in an electrified village. There is an electric pumping machine in the middle of the collage.

The power station provides us with electricity. Electricity can offer better living conditions to people. It makes our tasks easier. For example, the electrical pumping machine is used to lift water from the ground to the rooftop tank. It is also used for watering the fields. We use electricity for various purposes. We use it for working electrical appliances such as TV, computer, washing machine, and electric bulbs.

Several homes get a power supply. However, there are homes in our country without electricity.

Generating a spider diagram identify more

The picture shows that electricity is used for different purposes. Let's try to develop a spider diagram on this.



What are other purposes for which we use electricity? You can work in groups and add more points to the spider diagram.

- Give specific instructions on how to work in groups.
1. Each member has to supply one point.
 2. If you don't know how to say this in English, you can say it in your mother tongue.
 3. The group together can try to say it in English.
 4. All of you have to draw the spider diagram in your notebooks.
- Let each group display the spider diagram before the whole class.
 - Elicit feedback on the presentation from the whole class with the help of questions such as the following:

Has the group covered all points?

Can you help the group by supplying words in English?

- Add points to the diagram that was already created through negotiation with the whole class.

1.9.Administering CCA tools

NOTE:

Please reflect on your participation in today’s learning activities. You can rate your performance as A. Excellent; B. Very Good; C. Good; D. Satisfactory; E. Improvement needed

	<i>Activity</i>	<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Satisfactory</i>
1	<i>I was able to respond to the questions posed by the teacher</i>				
2	<i>Reading the text on the whiteboard</i>				
3	<i>Organizing the sentences as a description</i>				
4	<i>Contribution to the spider diagram</i>				
4	<i>Making oral presentation</i>				

1.10. Home assignment

1. Read the first two paragraphs of the lesson on electricity given in your textbook.
2. Write a short essay on how electricity makes our tasks easier.