

Lesson Plan

Grade: Four	Subject: Science	Term: 1 st	Time: 40min
Teacher's Name: _____		Week: 1	Day: 1
Topic: Orientation			

Objective(s):

At the end of this period, the students will be able to:

- Know about each other.

Resource Materials:

Chalk/marker, white/blackboard, Science Textbook

Warm-up Activities

30mins

- Before beginning, ask students to say "Tasmiya."
- Ask the students: How are you? Encourage them to say, 'Alhamdulillah'.
- Briefly introduce yourself to the students.
- Tell them you will teach them science.
- Ask students to introduce themselves to the class one by one.
- Give them a brief introduction to the book.

Activity:

- Ask a few brainstorming questions about science and wait for their responses.

Review:

10mins

Encourage the students to work hard to achieve the goals.

Evaluation:

0mins

None

Homework:

0mins

N/A

Lesson Plan

Grade: Four

Subject: Science

Term: 1st

Time: 40min

Teacher's Name: _____

Week: 1

Day: 2

Chap 1: Characteristics and Life Processes of Organisms

Topic: Characteristics of Living Things + Major Groups of Living Things

Students Learning Outcomes

At the end of this period, the students will be able to:

- Compare and contrast characteristics that distinguish major groups of living things (plants and animals).

Resource Materials:

Chalk/marker, white/blackboard, Science Textbook, Flashcards, Worksheet

Warm-up Activities

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask them, name some living things and non-living things in your surroundings. Name your favorite animal or thing. Wait for their responses.
- Tell them today they will start the new chap 'Characteristics and Life Processes of Living Organisms'.

Teaching and Learning Activities:

25mins

- Write 'Living and Non-living things' on the board and explain the topic in a few lines.
- Tell students to look in their surroundings. Some things can move while some can't. Some things can grow in size but others do not. Tell them the names of things which can move, grow, breathe and reproduce and the names of things which cannot do all these.
- Give them some examples of living and non-living things.
- Tell the students that there are two major groups of living things which are animals and plants.
- Ask students how animals are similar to plants. Let them respond.
- Tell students both plants and animals require suitable environment for survival.
- They can grow, respire and reproduce.
- However, animals are different from plants in some aspects too.
- Plants can make their own food but the animals cannot make their own food.
- Plants are green in color but animals are usually of various colors.
- Animals can move but plants cannot move.

Activities:

- Ask students to collect pictures of three animals and three plants and paste them in notebooks.
- Ask students to open their textbook page 4 and attempt the activity 1.1. Help them if needed.

Review:**3mins**

Recall the lesson by telling the students about major groups of living things.

Evaluation:**5mins**

To evaluate the understanding of students, ask them to write exercise 4 (i) in their notebooks.

Homework:**2mins**

Ask students to learn the topic 'Characteristics of living organisms' from page 3.

Worksheet

Q: Differentiate living and non-living things.

Living Things	Non-Living Things

Lesson Plan

Grade: Four

Subject: Science

Term: 1st

Time: 40min

Teacher's Name: _____

Week: 1

Day: 3

Chap 1: Characteristics and Life Processes of Organisms

Topic: Classification of Animals

Students Learning Outcomes

At the end of this period, the students will be able to:

- Classify animals in terms of vertebrates and invertebrates with examples and analyze the differences and similarities in vertebrates and invertebrates.

Resource Materials:

Chalk/marker, white/blackboard, Science Textbook

Warm-up Activities

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask them: What is the difference between plants and animals?
- Appreciate them for their good response.

Teaching and Learning Activities:

25mins

- Tell the students today they are going to learn classification of animals.
- Tell them animals are divided into two main groups, i.e., vertebrates and invertebrates.
- Now paste a wallchart of 'Vertebrates' on the board. And ask them: Are they familiar with these animals? Take their response and tell them these are all vertebrates.
- Tell the students animals that have a backbone are called vertebrates.
- Explain to them that all vertebrates have framework of bones and muscles, which help them in movement and maintain their shapes.
- Tell them, different vertebrates have different skeletal structures.
- Now the topic of '**Invertebrates**' on the board.
- Tell students they are going to learn about invertebrates today.
- Tell them the animals which have no vertebral column or backbone known as invertebrates. Housefly, mosquito, cockroach and honeybee etc. are invertebrates. The major groups of invertebrates are insects and worms. They have hard outer shell for support and shape.
- Show students flash cards of different invertebrates.

Activity:

- Show students flash cards of different animals and ask them if it is vertebrate or invertebrate. Wait for their responses.

Review:

3mins

Recall the lesson by telling characteristics of vertebrates and invertebrates.

Evaluation:

5mins

To evaluate the understanding of students, ask them:

- What are vertebrates and invertebrates?
- Tell the names of some vertebrates.

Homework:

2mins

Revise the classwork.

Lesson Plan

Grade: Four

Subject: Science

Term: 1st

Time: 40min

Teacher's Name: _____

Week: 1

Day: 4

Chap 1: Characteristics and Life Processes of Organisms

Topic: Classification of Plants

Students Learning Outcomes

At the end of this period, the students will be able to:

- Classify plants in terms of flowering and non-flowering with examples and analyze the differences and similarities in flowering and non-flowering plants.

Resource Materials:

Chalk/marker, white/blackboard, Science Textbook

Warm-up Activities

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask them: What do they know about plants? Wait for their responses.

Teaching and Learning Activities:

25mins

- Tell students they are going to learn classification of plants.
- Write a brief note of plants on board and explain a few lines about plant.
- They can grow, breathe and reproduce. Plants cannot move from one place to another place. They prepare their own food through photosynthesis. Animals and humans depend upon the food produced by the plants.
- Tell students plants are divided into two main groups on basis of having flowers.
- Write "names of groups of plants" on the board.
- Plants with flowers are called flowering plants. Plants without flowers are called non-flowering plants.
- Tell them about the similarities and differences of them.

Activity:

- Use some pots to plant different seeds. Water them to keep the soil moist and place them in the sunlight. Observe their growth and record changes during their growth on weekly basis.

Review:

3mins

Recall the important points of plants.

Evaluation:

5mins

To evaluate the understanding of students, ask them:

- Where do you find plants?
- What are the groups of plants?
- How are flowering plants similar to non-flowering plants?

Homework:

2mins

Revise the classwork.

Lesson Plan

Grade: Four

Subject: Science

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Teacher's Name: _____

Week: 1

Day: 5

Chap 1: Characteristics and Life Processes of Organisms

Topic: Classification of Plants

Students Learning Outcomes

At the end of this period, the students will be able to:

- Classify plants in terms of flowering and non-flowering with examples and analyze the differences and similarities in flowering and non-flowering plants.

Resource Materials:

Chalk/marker, white/blackboard, Flashcards, Science Textbook

Warm-up Activities

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask them: What are plants? Tell the names of the groups of the plants? Appreciate for their good response.

Teaching and Learning Activities:

25mins

- Write the topic name, '**Flowering plants**' on the board.
- Tell students flowering plants produce flowers, flowers grow into fruits.
- The scientific name of flowering plant is Angiosperm.
- Tell them flower is the reproductive part of the flowering plant. Flowering plants may be herbs, shrubs and trees. They produce seeds within their fruits. Seeds grow into new plants on sowing.
- Rose, tulip, lily, mango tree, jasmine and orange tree are some examples of flowering plants.
- Show students flash cards of some flowering plants and tell their names.
- Write the topic name of '**non-flowering plants**' on the board.
- Tell students the plants that do not produce flowers are called non-flowering plants. They reproduce through spores instead of seeds. Moss, fir, pine, spruce, ferncedar etc. are some examples of non-flowering plants.
- Non-flowering plants have needle-shaped leaves.
- They are known as gymnosperms.
- Show students flash cards of some non-flowering plants.

Activity:

- Collect the pictures of 5 flowering and non-flowering plants and paste them on scrapbook.

Review:

3mins

Sum up the lesson, by telling flowering plants have flowers, they reproduce through seeds while non-flowering plants produce spores.

Evaluation:

5mins

To evaluate the understanding of students, ask them:

- What are flowering plants?
- Give some examples of flowering plants.

Homework:

2mins

Write Q4 (v) in their notebooks.