

Lesson Plan

Grade: Four

Subject: Science

Term: 1st

Time: 40min

Teacher's Name: _____

Week: 4

Day: 1

Chap 2: Ecosystem

Topic: Ecosystem (Forests and Ponds)

Objective(s):

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

- Recognize what an ecosystem (e.g., forests, ponds, rivers, grasslands and deserts).

Resource Materials:

Chalk/marker, white/blackboard, Science Textbook

Warm-up Activities

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask student, what is an environment? Define ecosystem. Given some examples of an ecosystem.

Teaching and Learning Activities:

25mins

- Tell the students today they are going to learn about forest and ponds.
- Ask the students what are forest? Is there any forest near your place?
- Take their responses and engage all students in discussion.
- Tell them forest are the landscape, which is covered by small and large trees, together with other organisms.
- Tell them, forests are also known as natural woodland.
- Show flashcards of forest to the student.
- Now write "Ponds" on the board, and read the paragraph on page 17.
- Tell students ponds are fresh water ecosystems.
- Name the animals which are habitats of this ecosystem.

Review:

3mins

Recall the given concept in a few lines.

Evaluation:

5mins

To evaluate the understanding of students, ask them to:

- What is forest ecosystem?
- Name plants found in pond ecosystem.

Homework:

2mins

Revise the classwork.

Lesson Plan

Grade: Four

Subject: Science

Term: 1st

Time: 40min

Teacher's Name: _____

Week: 4

Day: 2

Chap 2: Ecosystem

Topic: Ecosystem (Rivers, grasslands and Deserts)

Objective(s):

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

- Recognize what an ecosystem (e.g., forests, ponds, rivers, grasslands and deserts).

Resource Materials:

Chalk/marker, white/blackboard, Science Textbook

Warm-up Activities

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask the students, what do they know about forest and pond ecosystem? Take their response and appreciate them.

Teaching and Learning Activities:

25mins

- Tell the students today they are going to learn about river, grassland, and desert ecosystem.
- Ask them what are rivers? Tell them rivers are ribbon like water body.
- River ecosystem include flowing water bodies.
- Ask them what do they know about grasslands.
- Tell them, these are the areas of land with wide spread grasses and herbs.
- Show them flashcards of grassland and clear their concept regarding the topic.
- Now ask student, have they ever heard about cholistan and thar deserts. Let them discuss.
- Tell them these are the names of deserts found in Pakistan.
- Tell the students, deserts are hot and dry places with little rainfall.

Review:

3mins

Recall the concept of ecosystem by discussing important points.

Evaluation:

5mins

To check the understanding of students ask them to write answer of Q3 (i) (ii) in their notebooks.

Homework:

2mins

Revise the classwork.

Lesson Plan

Grade: Four	Subject: Science	Term: 1 st	Time: 40min
Teacher's Name: _____		Week: 4	Day: 3
Chap 2: Ecosystems		Topic: Components of an ecosystem	

Objective(s):

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

- Explain biotic (plants, animals and humans) and abiotic factors (light, temperature, soil and water) and their linkages.

Resource Materials:

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

Warm-up Activities

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask them: What do you know about grassland ecosystem? Name some animals found in deserts.

Teaching and Learning Activities:

25mins

- Write 'Components of an ecosystem' on the board.
- Tell the students, today they are going to learn the components of an ecosystem.
- Tell them an ecosystem has two main components, i.e., living and non-living.
- Tell students living things in an environment are the biotic components of the ecosystem. While non-living parts of an ecosystem are called abiotic components.
- Show them flashcards of abiotic components i.e., light, water, air, temperature.
- Also tell them about biotic components, which are divided into three main groups.
- Write the names of the groups of living things, such as producers, consumers and decomposers, on the board.

Activity:

- Ask students to observe in their surroundings and note the impact of abiotic factors.

Review:

3mins

Tell the students the main points about the components of an ecosystem.

Evaluation:

5mins

To evaluate the understanding of students, ask them:

- What are the components of an ecosystem?
- What are biotic and abiotic components?

Homework:

2mins

Revise the classwork.

Lesson Plan

Grade: Four

Subject: Science

Term: 1st

Time: 40min

Teacher's Name: _____

Week: 4

Day: 4

Chap 2: Ecosystems

Topic: Components of an ecosystem

Objective(s):

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

- Explain biotic (plants, animals and humans) and abiotic factors (light, temperature, soil and water) and their linkages.

Resource Materials:

Chalk/marker, white/blackboard, Science Textbook

Warm-up Activities

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask them: What are abiotic components? Take their responses.

Teaching and Learning Activities:

25mins

- Write the name of topic, "Abiotic components".
- Ask students, why it is said "Water is life".
- Take their response. Then tell them because water is medium of all important functions taking place in living organisms as well as in environment. All living organisms need water to live.
- Tell them uses of water:
 - (i) Plants use water in their food preparation.
 - (ii) Animals drink water for regulating their body functions.
 - (iii) Humans use water for drinking, bathing, cleaning and performing other activities.
- Tell them the importance of soil provides nutrients and water to plants. Air is a mixture of many gases, such as oxygen, nitrogen, carbon dioxide, etc.
- Similarly, temperature and sunlight are also important abiotic factors.
- Tell the students biotic components are living components of an ecosystem.
- Tell them biotic components are divided into three main group. (i) producers (ii) Consumers (iii) decomposers
- These biotic components depend on abiotic components for their survival.

Activity:

- Take some pictures of abiotic and biotic components and paste on scrapbook.

Review:

3mins

Briefly describe the importance of abiotic components.

Evaluation:

5mins

To evaluate the understanding of students, ask them:

- Why it is said that “Water is life”?
- What is the importance of soil?
- Name the gases present in air.

Homework:

2mins

Revise the classwork.

Lesson Plan

Grade: Four

Subject: Science

Term: 1st

Time: 40min

Teacher's Name: _____

Week: 4

Day: 5

Chap 2: Ecosystems

Topic: Biotic Components (Producers)

Objective(s):

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

- Explain biotic (plants, animals and humans) and abiotic factors (light, temperature, soil and water) and their linkages.

Resource Materials:

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

Warm-up Activities

5mins

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

Teaching and Learning Activities:

25mins

- Now ask them: What are producers?
- Write 'Producers' on the board.
- Draw a plant on the board.
- Tell the students plants are producers because they can make their food by a process called photosynthesis.
- Tell them during this process plants take in water from soil, carbon dioxide from air, and absorb sunlight.
- As a result of this process, they prepare their food and release oxygen into the air.

Activity:

- Ask students to paste some pictures of producers on scrapbook.

Review:

3mins

Recall the concepts of biotic components.

Evaluation:

5mins

To evaluate the understanding of students, ask them:

- What are producers?
- Give examples of some producers.

Homework:

2mins

Revise the classwork and the worksheet.

Q1. Complete the following food chains:

