Grade: Four

**Teacher's Name:** 

**Week:** 5

Term: 1<sup>st</sup>

Chap 2: Ecosystems

#### **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

Before beginning the lesson, ask students to say "Tasmiya."

Subject: Science

 Ask them: What are producers? Define photosynthesis? Take their responses and appreciate them.

#### **Teaching and Learning Activities:**

- Tell the students, today they will learn about consumers.
- Write the topic name, 'Consumers' on the board.
- Consumers obtain their food from other organisms. Because they cannot prepare their food on their own.
- Engage students by asking them: Tell the examples of consumers.

### Activity:

• Divide students into groups. Ask them to make the list of consumers from their surroundings.

#### **Review:** 3mins Recall the points of consumers. **Evaluation:** 5mins To evaluate the understanding of students, ask them: What are consumers?

Name some consumers.

#### Homework:

Revise the classwork.

**Topic:** Consumers

5mins

Time: 40min

**Day:** 1

25mins

2mins

Grade: Four

Teacher's Name:

Term: 1<sup>st</sup> Week: 5 Time: 40min

**Day:** 2

Chap 2: Ecosystems

Topic: Decomposers

#### **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

Subject: Science

#### Warm-up Activities

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

#### **Teaching and Learning Activities:**

- Write the topic name, 'Decomposers' on the board.
- Tell students decomposers are organisms that obtain their food from dead organisms by decomposing them.
- Ask students what is meant by decomposition.
- Tell them, decomposition means break down of dead bodies of animals and remains of plants into simple particles to get food from them.
- During decomposition, nutrients are released into the soil.
- Bacteria and some fungi are examples of decomposers.

#### <u>Activity:</u>

• Tell the students to collect the pictures of fungi and bacteria from magazines or other resources.

Review:	3mins
Recall the concept of decomposition.	
Evaluation:	5mins
To evaluate the understanding of students, ask them:	
<ul> <li>What are decomposers?</li> </ul>	
<ul> <li>How do they decompose dead bodies?</li> </ul>	
Homework:	2mins
Revise classwork and solve worksheet.	

5mins

25mins

Fill the information about the following.

Producers
Consumers
Decomposers

Grade: Four	Subject: Science		Term: 1 <sup>st</sup>	Time: 40min
Teacher's Name:			<b>Week:</b> 5	<b>Day:</b> 3
Chap 1: Characteristics and Life processes of Living Organisms Topic: Revision			vision	
Objective(s):				
At the end of this	period, the students will b	e able to:		
Revise all the	e concepts of chapter 1.			
<b>Resource Materia</b>	als:			
Science Textbook,	Worksheet			
Warm-up Activiti	es			5mins
<ul> <li>Before begin</li> </ul>	nning the lesson, ask stude	nts to say	"Tasmiya."	
Tell students	s today this period is for re	vision and	d assessment	
<b>Teaching and Lea</b>	rning Activities:			30mins
<ul> <li>Tell students prepare for e</li> </ul>	s today they are going to rev exams.	vise the ch	hapter so that	they can easily
Ask students	s to revise the topics. Guide	e them if r	needed.	
<ul> <li>Now arrange</li> </ul>	e them, and distribute wor	ksheets ai	mong them.	
<ul> <li>Ask them to</li> </ul>	solve worksheet on time.			
<u>Activity:</u>				
<ul> <li>Ask the stud Guide them</li> </ul>	lents to open page 15 and h if needed.	nelp the st	tudents to ma	ake the project.
Review:				3mins
Check their worksh	neet.			

Evaluation:OminsN/AHomework:2mins

Revise the classwork.

Q1: State some characteristics of living and non-living things.

#### Q2: What is the difference between vertebrates and invertebrates?

Vertebrates	Invertebrates

## Q3: Name some non-flowering plants.

	LESSUII FIAII		
Grade: Four	Subject: Science	Term: 1 <sup>st</sup>	Time: 40min
Teacher's Name: _		<b>Week:</b> 5	<b>Day:</b> 4
Chap 1: Characteri	stics and Life processes of Living	Topic: Revision	
Organisms			
<b>Students Learning</b>	Outcomes		
At the end of this p	eriod, the students will be able to	:	
Revise all the	concepts of chapter 1.		
<b>Resource Material</b>	s:		
Science Textbook, W	Vorksheet		
Teaching and Learn	ning Activities:		10mins
<ul> <li>Before beginn</li> </ul>	ning the lesson, ask students to say	y "Tasmiya."	
• Tell students	today they are going to revise the	ne chapter. So	that they can
easily prepare	e for exams.		
Ask students	to revise the topics. Guide them if	needed.	
Now arrange	them, and distribute worksheets a	mong them.	
Ask them to s	solve worksheet on time.		
Review:			10mins
Check students' wo	rksheet and correct their mistakes	•	
Evaluation:			0mins
N/A			
Homework:			0mins
Revise the classwor	k and solve the worksheet.		

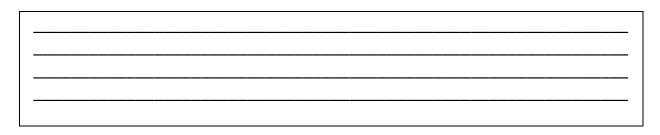
#### Q1: What is biodiversity?

#### Q2: Write the functions of given body organs.

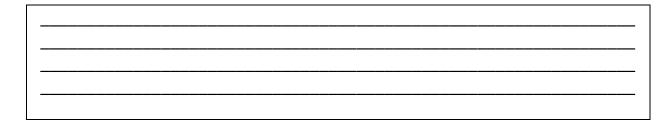
Brain	
Lungs	
Heart	
Bones	

#### Q3: How do fish breathe?

#### Q4: Name some important parts of plants.



#### Q5: Describe the importance of roots, stem and leaves.



	Lesson Plan		
Grade: Four	Subject: Science	Term: 1 <sup>st</sup>	Time: 40min
Teacher's Name:		<b>Week:</b> 5	<b>Day:</b> 5
Chap 2: Ecosystem		Topic: Revisi	ion
Students Learning	Outcomes		
At the end of this pe	eriod, the students will be able to	):	
Revise all the open of th	concepts of chapter 2.		
<b>Resource Materials</b>	::		
Science Textbook, W	'orksheet		
<b>Teaching and Learn</b>	Teaching and Learning Activities: 10mins		10mins
<ul> <li>Before beginn</li> </ul>	ing the lesson, ask students to sa	y "Tasmiya".	
• Tell students today they are going to revise the chapter. So that they can			
easily prepare	for exams.		
<ul> <li>Ask students to revise the topics. Guide them if needed.</li> </ul>			
<ul> <li>Now arrange t</li> </ul>	hem, and distribute worksheets a	among them.	
• Ask them to so	olve worksheet on time.		
Review:			10mins
Check students' wor	ksheet and correct their mistakes	5.	
Evaluation:			0mins
N/A			
Homework:			0mins

Revise the classwork and solve the worksheet.

## Fill the information about the abiotic components.

Producers
Consumers
Consumers
Decomposers
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