Lesson Plan

Grade: Four	**Subject:** Science	**Term:** 1st	**Time:** 40min
Teacher's Name: _____		**Week:** 6	**Day:** 1
Chap 2: Ecosystems		**Topic:** Balanced Ecosystem	

Objective(s):

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

- Analyze the way, these biotic and abiotic constituents create a balance to sustain any ecosystem.
- Recognize the interactions between animals, plants and the importance of maintaining balance within an ecosystem.

Resource Materials:

Chalk/marker, white/blackboard, Science Textbook

Warm-up Activities **5mins**

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask question about previous lesson. Ask students about their worksheet.

Teaching and Learning Activities: **25mins**

- Tell students today they are going to learn about balanced ecosystem.
- Revise the concept of an ecosystem and tell it is an area where biotic and abiotic components are interlinked with each other.
- Tell students balanced ecosystem maintains a flow of materials and energy.
- Tell them ecological balance ensures the stability of an organism and environment.
- Explain the cycle of balanced ecosystem by reading the content on page 19.
- Tell students plants need all abiotic factors to prepare their food.
- This prepared food is utilized by plants and animals, who consume plants. Then, these animals are eaten by other animals and finally dead animals and plants are decomposed by decomposers.
- Tell them this whole cycle continues, and maintains balance in ecosystem.

Review: **3mins**

Recall the concept of balanced ecosystem.

Evaluation: **5mins**

To evaluate the understanding of students, ask them:

- How does sustainability depend upon the interaction among biotic and abiotic components?

Homework: **2mins**

Revise the classwork.

Lesson Plan

Grade: Four	**Subject:** Science	**Term:** 1st	**Time:** 40min
Teacher's Name: _____		**Week:** 6	**Day:** 2
Chap 2: Ecosystems		**Topic:** Food Chain	

Objective(s):

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

- Describe a few food chains and analyze their structures to understand their functions.
- Describe the role of living things at each link in a simple food chain (e.g., plants produce their own food; some animals eat plants, while other animals eat the animals that eat 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 is balanced ecosystem? Take their responses.

Teaching and Learning Activities: **25mins**

- Write 'Food chain' on the board.
- Have them read the paragraph on page 19.
- Explain students how the food chain transfers energy.
- Demonstrate for the class, how what they eat is part of a food chain by sketching out following pattern.
- Sun $\rightarrow$ grass $\rightarrow$ cow $\rightarrow$ hungry student.
- Now ask students sketch out a personal food chain based on what they have eaten today.
- Explain to students that a food chain is a link between living organisms.
- Now draw the following food chain on the board and explain it to students.
- Grass $\rightarrow$ Grasshopper $\rightarrow$ Frog $\rightarrow$ Snake $\rightarrow$ Eagle
- Tell them a food chain always starts with a producer and ends at a decomposer.
- Give some other examples of food chains to students.

Activity:

- Tell the students to open their textbooks at page 20 and complete the food chains of activity 2.2.

Review: **3mins**

Recall the concept of a food chain.

Evaluation: **5mins**

To evaluate the understanding of students, ask them to write answer of Exercise Q 3 (iii).

Homework: **2mins**

Revise classwork.

Lesson Plan

Grade: Four	**Subject:** Science	**Term:** 1st	**Time:** 40min
Teacher's Name: _____		**Week:** 6	**Day:** 3
Chap 2: Ecosystems		**Topic:** Predators-Prey Relationship	

Objective(s):

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

- Identify and describe common predators and their prey.

Resource Materials:

Chalk/marker, white/blackboard, Science Textbook

Warm-up Activities **5mins**

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask them: Explain the food chain? Take their responses.

Teaching and Learning Activities: **25mins**

- Write 'Predators-Prey relationship' on the board.
- Tell students today we are going to read predator-prey relationship.
- Ask them, what do we eat? What kind of animals do we eat?
- Have students' pair and share their ideas briefly.
- Now ask them: What do we call an animal that hunts other animal for food?
- Tell them predator is an animal that hunts and eat other animals while prey is something that is hunted and eaten by another.
- Tell students consumers show a predator-prey relationship. And this relationship between a predator and prey is called predation.
- Now draw a food chain on the board and explain the predator-prey relationship to students.

Activities:

- Show video showing the concept of predators-prey for the survival.

Review: **3mins**

Recall the concept of predators-prey relationship.

Evaluation: **5mins**

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

Homework: **2mins**

Revise the classwork.

Lesson Plan

Grade: Four	**Subject:** Science	**Term:** 1st	**Time:** 40min
Teacher's Name: _____		**Week:** 6	**Day:** 4
Chap 2: Ecosystems	**Topic:** Competition Among Organisms		

Objective(s):

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

- Recognize and explain that some living things in an ecosystem compete with each other for food and space.

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: What is predator-prey relationship? Take their responses and appreciate them.

Teaching and Learning Activities: **25mins**

- Write 'Competition Among Organisms' on the board.
- Tell students that all the organisms living in an ecosystem depend on the available resources. These resources are according to number of dependents or consumers.
- Ask students what do you think, why competition is important in environment.
- Clear their concept by telling, that competition is a struggle between two organisms for same resources within environment.
- Tell them there are two types of competition among organisms.
  - Interspecific competition
  - Intraspecific competition
- Explain the types as well.
- Show some flashcards to show competition for food.

Activities:

- Divide students into groups. Ask them to think about a competition among animals for survival from one ecosystem.

Review: **3mins**

Tell students the main points about competition for survival.

Evaluation: **5mins**

To evaluate the understanding of students, ask them:

- Why do animals compete with each other?
- What would happen if organisms do not get resources?

Homework: **2mins**

Revise the class work and solve the worksheet.

Worksheet

Q1. Differentiate between interspecific and intraspecific competition.

	Predator	Prey
		
		
		
		
		
		

Lesson Plan

Grade: Four	**Subject:** Science	**Term:** 1st	**Time:** 40min
Teacher's Name: _____		**Week:** 6	**Day:** 5
Chap 2: Ecosystems		**Topic:** Value of Balanced Ecosystem	

Objective(s):

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

- Recognize the value of a balanced ecosystem.

Resource Materials:

Chalk/marker, white/blackboard, Science Textbook

Warm-up Activities **5mins**

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask them: Why do animals compete with each other? Take their responses and appreciate them.

Teaching and Learning Activities: **25mins**

- Tell the students today they are going to learn the significance or value of balanced ecosystem
- Write '**Value of Balanced Ecosystem**' on the board.
- A balanced ecosystem signifies a habitat which is sustainable.
- Ask them how many types of organisms living forest ecosystem?
- Give them some time and take answers.
- Now tell them everyone plays its role in maintaining the balance in the ecosystem. Slightest disturbance can destroy the whole ecosystem, its sustainability and its members will be affected in result.

Activities:

- Ask them to get pictures of different ecosystem. Have them name these and list all the abiotic and biotic factors in the pictures. Now remove one of the biotic or abiotic components and discuss the effects of removing this component from the ecosystem. Help them if need be.

Review: **3mins**

Sum up the lesson by discussing some important points.

Evaluation: **5mins**

To evaluate the understanding of students, ask them to write Q3 (v) in their notebooks.

Homework: **2mins**

Revise the classwork.