

Lesson Plan

Grade: Four

Subject: Science

Term: 2nd

Time: 40min

Teacher's Name: _____

Week: 9

Day: 1

Chapter 7: The Earth and Its Resources

Topic: Earth's Natural Resources

Students Learning Outcomes:

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

- Recognize that the Earth's surface is made up of land and water and is surrounded by air.

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 you know about water bodies? Wait for their responses and appreciate them for good response.

Teaching and Learning Activities:

25mins

- Write the topic name 'Forests and Minerals' on the board.
- Tell the students today we will learn about the next earth's natural resources.
- Tell the students about "Forest." The large area of the earth that is completely covered with variety of mostly evergreen trees is called a forest. They are main sources of addition of oxygen in the atmosphere.
- Tell them forests help to reduce global warming and protects soil from erosion.
- Now tell the students about "Minerals." Minerals include those elements and compounds which are found in the Earth's crust. They are obtained by digging the earth.
- Tell them, metals and non-metals are all minerals. These are used to make many items such as wires, coins etc.
- Ask students to open their textbooks and do the activity.

Review:

3mins

Explain the main points about the Forests and Minerals.

Evaluation:

5mins

To check the students grip, ask them:

- Define forests.
- What are the benefits of forests?
- Define minerals.

Homework:

2mins

Ask students to learn the topic.

Lesson Plan

Grade: Four

Subject: Science

Term: 2nd

Time: 40min

Teacher's Name: _____

Week: 9

Day: 2

Chapter 7: The Earth and Its Resources

Topic: Earth's Natural Resources

Students Learning Outcomes:

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

- Recognize that water in rivers and streams flows from mountains to ocean or lakes.

Resource Materials:

Chalk/marker, white/blackboard, Science Textbook, Dough, markers/colors, Chart paper, Paint

Warm-up Activities:

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask them: What do you know about forests and minerals? Wait for their responses and appreciate them for good response.

Teaching and Learning Activities:

25mins

- Write the topic name 'River Course' on the board.
- Ask students to recall their previous knowledge and tell the names of fresh water bodies. Let them respond. Appreciate them for good responses.
- Tell students today we will learn about river course.
- Tell students water flows from highlands to low lands.
- When it rains in hilly or mountainous areas, water flows down the rain and form small channels. These channels are called streams.
- Sometimes water falls from high area to low area. That is called waterfall.
- The streams join together at some points and make a larger water body called a river.
- Rivers are also formed when water from glaciers melt in summer and run downs the mountains in the form of streams. These streams join to form river.
- The river flows through different areas, join together another river or lake and enter the sea. Sea is larger water body than river.
- The path that river follows from the beginning till it joins other river or enters the sea is called the course of the river.

Review:

3mins

Explain the main points about the river course.

Evaluation:

5mins

To check the understanding of students, ask them:

- What are streams?
- How are rivers formed?

- What is the course of the river?

Homework:

2mins

Ask students to learn the topic.

Lesson Plan

Grade: Four

Subject: Science

Term: 2nd

Time: 40min

Teacher's Name: _____

Week: 9

Day: 3

Chapter 7: The Earth and Its Resources

Topic: Non-Renewable Resources

Students Learning Outcomes:

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

- Identify some of the Earth's natural resources that are used in everyday life (e.g., water, wind, soil, forests, oil, natural gas, minerals).
- Differentiate between renewable resources and non-renewable resources.

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 you know about river course? Wait for their responses.

Teaching and Learning Activities:

25mins

- Write the topic name 'Non-Renewable Resources' on the board.
- Tell students today we will learn about natural resources.
- Anything that is found naturally and is beneficial for mankind is called natural resource. Air, water, land, plants, minerals, etc. are some examples of natural resources. Living organisms depend on natural resources for their survival.
- Show students a wallchart of natural resources and explain the concept with its help. Natural resources are of two types, i.e., renewable and non-renewable.
- Tell students non-renewable resources take billions of years to form. They cannot be replaced or recycled. Non-renewable resources include fossil fuels (coal, crude oil, gas) and minerals.
- **Fossil fuels:** Oil, coal and gas are fossil fuels. We produce electricity from burning coal. Natural gas is used to cook food. Oil or petrol is used to run vehicles. These fossil fuels are major source of energy in today's world. When they will deplete, we will have no fuel to burn. Their over-consumption can lead to serious environmental issues such as air pollution. Burning of fossil fuels cause various health hazards.
- **Minerals:** Minerals are mostly found in rocks. They are extracting by digging soil/ rocks. Building material, metal ores and gems are used for different purposes.
- Show students wallchart of fossil fuels and minerals and explain the concepts with their help.
- Ask students to list some natural resources. Ask them to write about minerals used in daily life. Wait for their responses. Check their work.

- Collect some pictures of some natural resources of the Earth and paste them in your sketch book.

Review: **3mins**

Explain the main points about the non-renewable resources.

Evaluation: **5mins**

To check the understanding of students, ask them:

- What are natural resources?
- What are types of natural resources?
- What are fossil fuels?
- What are non-renewable resources?
- What are minerals?

Homework: **2mins**

Ask students to learn the topic and solve the given worksheet.

Worksheet

Q1. Answer the following questions.

i) How do we get minerals?

ii) Define fossil fuels.

iii) How do we get minerals?

iv) Define Non-Renewable Resources.

v) Write the benefits of forests.

vi) What are natural resources?

Lesson Plan

Grade: Four

Subject: Science

Term: 2nd

Time: 40min

Teacher's Name: _____

Week: 9

Day: 4

Chapter 7: The Earth and Its Resources

Topic: Renewable Resources

Students Learning Outcomes:

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

- Identify some of the Earth's natural resources that are used in everyday life (e.g., water, wind, soil, forests, oil, natural gas, minerals).
- Differentiate between renewable resources and non-renewable resources.

Resource Materials:

Chalk/marker, white/blackboard, Science Textbook, A piece of wood, A glass of water, Worksheet

Warm-up Activities:

5mins

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

Teaching and Learning Activities:

25mins

- Write the topic name 'Renewable Resources' on the board.
- Tell students you have learnt about non-renewable resources. Today we will learn about renewable resources. Renewable resources are those that can be replenished in short period of time. They can be used repeatedly and do not run out. Wind, water, wood, soil, etc. are renewable resources.
- Tell the students about renewable resources one by one.
- Now write 'Wood' on the board.
- Show students a piece of wood and tell them it is a renewable resource but it takes a longer time to renew. Trees are used to make a variety of things. We use wood of trees to make furniture, paper, etc. Trees are also used for making medicines and producing rubber.
- Now write 'Water' on the board.
- Show students a piece of wood and tell them it is a renewable resource but it takes a longer time to renew. Trees are used to make a variety of things. We use wood of trees to make furniture, paper, etc. Trees are also used for making medicines and producing rubber.
- Tell students water is most important natural resource. It is a renewable resource. It is used for a variety of purposes. Life is not possible without water. Water is also used to generate electricity.
- Ask the students: **Differentiate between renewable and non-renewable resources.** Wait for their responses.
- Write the answer on the board: **'Resources that can be used repeatedly and do not run out are called renewable resources. Examples include**

wood, water, wind, etc. Resources which do not renew in a short time and take billions of years to form are called non-renewable resources. Examples include coal, oil, natural gas, etc.'

- Tell students to write the answer in their notebooks. Check their work.

Review: 3mins

Explain the main points about the renewable resources.

Evaluation: 5mins

To check the understanding of students, ask them:

- What is renewable resource?
- Why is wood important?
- Why is water important?
- Name some renewable resources.

Homework: 2mins

Ask students to learn the topic and solve the given worksheet.

Worksheet

Q1. Write the renewable and non-renewable resources in given table.

Renewable Resources

Non-Renewable Resources

Q2. Write the word renewable and non-renewable for each of the following.

Wind _____

Leather _____

Trees _____

Gold Jewelry _____

Coal _____

Nuclear Energy _____

Solar _____

Paper _____

Tidal _____

Uranium _____

Lesson Plan

Grade: Four

Subject: Science

Term: 2nd

Time: 40min

Teacher's Name: _____

Week: 9

Day: 5

Chapter 7: The Earth and Its Resources

Topic: Fossils

Students Learning Outcomes:

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

- Recognize that some remains (fossils) of animals and plants that lived on Earth a long time ago are found in rocks, soil and under the sea.

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 the renewable resources? Wait for their responses.

Teaching and Learning Activities:

25mins

- Write the topic name 'Fossils' on the board.
- Tell students fossils are remains of dead animals and plants.
- They are evidence of ancient life forms or ancient habitats which have been preserved by natural processes.
- Soft body organs decay after an animal dies but hard parts such as bones become fossils. Over time sediments build over the top and hardens into rock fossils remain within the rock until uncovered through erosion or discovered by humans. Most fossils are found in under soil, under the depths of oceans and seas.
- Scientists study fossils to get the complete record of the changes. It has gone through and get information about the Earth's features and changes in the environment.
- Show students a wallchart of fossil and explain the topic with its help.

Review:

3mins

Explain the main points about the fossils.

Evaluation:

5mins

To check the understanding of students, ask them:

- What are fossils?
- How are fossils formed?

Homework:

2mins

Ask students to learn the topic and solve the given worksheet.

Worksheet

Q1. Write short answers.

i) What are fossils?

ii) How are fossils formed?

iii) Differentiate between renewable and non-renewable resources.

Q2. Match the fossil of dinosaur.

