





مدرسة القديسة مريم الكاثوليكية الثانوية – دبي

ST. MARY'S CATHOLIC HIGH SCHOOL, DUBAI

Lesson Plan

Subject	Science
Class/ Section	Year 4
Week 3	September 19 th to 23 rd
Work send to students by	Google classroom
Total number of lessons per week	3
Unit/Topic	Grouping Living Things
Resources used:	Pupil book and Work book (Science bug International) Active Learn Platform. Power point presentation.
<p><i>Live Zoom lesson along with face to face instruction for students present on a particular day</i></p> <p><i>Work will be assigned in Google Classroom which will be matched to the students' ability.</i></p>	<p><u>Lesson 7: Classification keys</u> <u>Specific Learning objectives:</u> Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. <u>Specific Intended Learning Outcomes:</u></p> <ul style="list-style-type: none"> ➤ Develop own simple classification keys using appropriate questions. ➤ Use complex branching classification keys to identify living things. ➤ Collect data about living things in the locality and produce a key to identify them. <p><u>Tasks:</u></p> <ul style="list-style-type: none"> ✚ Topic book pages 8,9,10,11 ✚ Work Book - pages 8,9 <p><u>Assessment Criteria/ Essential questions:</u> Support – Suggest a suitable sorting question for a small group of living things. Stretch- Compare two different classification keys and decide which is better to sort the given living things & why. Extend-Create own classification key and explain why it could be a better choice for sorting the above given living things.</p>
	<p><u>Lesson 8: Identifying Unusual Animals</u> <u>Specific Learning objectives:</u> Recognise that there are some unusual living things and observe their characteristic features. <u>Specific Intended Learning Outcomes:</u></p> <ul style="list-style-type: none"> ➤ Use grouping questions to make a classification key to help identify some unusual living things. ➤ Explain what is unusual about the listed living things. <p><u>Tasks:</u></p> <ul style="list-style-type: none"> ✚ Topic book pages – 12,13

	<p><u>Assessment Criteria/ Essential questions:</u> Support – Name any two unusual animals. Stretch –Create a grouping question to sort the unusual living things listed. Extend-Research more about any one unusual plant or animal and create a fact card (okapi, baseball plant, tarsier monkey, venus fly trap, red lipped batfish).</p>
	<p><u>Lesson 9: Different habitats</u> <u>Specific Learning objectives:</u> Compare living things from different habitats and suggest explanations for any differences. <u>Specific Intended Learning Outcomes:</u></p> <ul style="list-style-type: none"> ➤ Identify the living things that belong to Madagascar/Iceland. ➤ Suggest reasons for differences in living things in different places and relate this to weather patterns. ➤ Compare and contrast the living things belonging to different environments. <p><u>Tasks:</u>  Topic Book pages 14,15  Work Book - pages 14,15,16</p> <p><u>Assessment Criteria/ Essential questions:</u> Support – Name two plants & two animals found in different habitats namely Madagascar/Iceland. Stretch – Find out which of the listed plants/animals belong to Madagascar & which belong to Iceland. Extend- Write differences and similarities between- a desert fox and an Arctic fox / a puffin and a falcon.</p>

*****Note: The students will complete a Google Form MCQ quiz task during the weekend (Quick check of Unit1 – Grouping Living things)***