



مدرسة القديسة مريم الكاثوليكية الثانوية – دبي
ST. MARY'S CATHOLIC HIGH SCHOOL, DUBAI

Lesson Plan- Week 3

Subject	Science
Class/ Section	Yr 6
Week	Week 3 : 12th September to 16th September,2021
Work send to students by	Google classroom
Total number of lessons per week	4
Unit/Topic	Classification of Living things.
	<p><u>Lesson 1: Classification of Living things.</u></p> <p><u>Specific Learning objectives:</u> Describe how living things are classified into broad groups according to common observable characteristics based on similarities and differences between them.</p> <p><u>Specific Intended Learning Outcomes:</u> Identify the difference between simple and complex classification system. Research about the contribution of Carl Linnaeus in classification.</p> <p><u>Tasks:</u> Support: Identify and list a few similar features of the given organisms. Stretch: Classify them into plants and animals. Extend: Give reasons for the classification you made.</p> <p><u>Assessment Criteria/ Essential questions:</u> Why do scientists classify living things? What are the broad classification we can make based on simply observing organisms?</p> <p><u>Resources:</u> PPT <u>Scientific Vocabulary:</u> sub groups , binomial system, Botany</p>
	<p><u>Lesson 2: Classification of Living things.</u></p> <p><u>Specific Learning objectives:</u> Classify plants based on specific characteristics and explain giving reasons .</p> <p><u>Specific Intended Learning Outcomes:</u> Recall that plants were usually green and stationary and that they can reproduce and grow. Know that plants are divided into flowering and non flowering. State a few examples of flowering and non flowering plants (ferns,</p>

	<p>mosses and conifers).</p> <p>Tasks: Support- Observe plants/leaves and discuss their features. Stretch- Draw /stick few types of plant leaves and annotate their features(e.g serrated edges, lobed , etc)</p> <p>Assessment Criteria/ Essential questions: Why are plant leaves green in colour? Why are they called producers? What does a plant need to grow ? What are scientists who study plants called?</p> <p>Resources: PPT Scientific Vocabulary: Spores , cones.</p>
	<p>Lesson 3: Classification of Living things.</p> <p>Specific Learning objectives: . Classify plants based on specific characteristics and explain giving reasons .</p> <p>Specific Intended Learning Outcomes: State a few examples of flowering and non flowering plants (ferns, mosses and conifers).</p> <p>Classify plants further with different features like shape of leaves, number of veins on the leaves etc.</p> <p>Develop a classification key for different plants.</p> <p>Tasks: Construct a classification key for a variety of plants.</p> <p>Support- Ask students to identify creatures from a given given classification key.</p> <p>Stretch- Students explain how and why a classification key is essential.</p> <p>Extend- Ask more able students to construct a classification key of their own with more organisms.</p> <p>Scientific Vocabulary- Revise and re write definitions of : Classify, Species, Organisms,</p> <p>Assessment Criteria/ Essential questions: a simple quiz could be set for about 5 marks to check student 's understanding.</p> <p>Resources: PPT</p>
	<p>Lesson 4: Classification of Living things.</p> <p>Specific Learning objectives: Explore few Mystery creatures.</p> <p>Specific Intended Learning Outcomes:</p> <p>Research unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system.</p> <p>Tasks: Support: Identify the broad kingdom the given mystery creatures belong to. Stretch: Identify few observable features of the given Mystery Creatures</p>

and classify them.

Extend: Research more on the features of the naked mole rat, lithops, stone plant, Venus fly trap (scientific name and other complex features)

Assessment Criteria/ Essential questions:

What are their Scientific names?

What features do they have?

What unfamiliar features does it have?

Resources: PPT