



ST. MARY'S CATHOLIC HIGH SCHOOL, DUBAI

Lesson Plan

Subject :	Science
Class/ Section:	Year 5
Week :	Week 3 : 12th September to 16th September
Work sent to students via:	Google classroom
Total number of lessons per week:	4
Unit/Topic:	Life Cycles
Live Zoom lesson along with face to face instruction for students present on a particular day Work will be assigned in Google classroom which will be matched to the students' ability.	<u>Lesson 1:</u> <u>Specific Learning objectives:</u> Describe complete metamorphosis. <u>Specific Intended Learning Outcomes:</u> <ul style="list-style-type: none">• Students understand the meaning of complete metamorphosis.• Students will know that there are 4 stages and that each stage looks different.• Students will be able to list the insects that undergo complete metamorphosis.• Students will be able to draw and label the lifecycle of a red lily beetle. <u>Tasks:</u> <ol style="list-style-type: none">1. Read Topic book – page 13,142. Complete work book –page 13,143. Note book- Write down the stages of complete metamorphosis.

Assessment Criteria/ Essential questions:

Support- Name the stages of complete metamorphosis giving examples.

Stretch- Describe the stages in the lifecycle of an insect that undergoes complete metamorphosis.

Extend- Compare the lifecycle of a butterfly and a frog and explain the similarities and differences between them(draw a Venn diagram)

Scientific Vocabulary:

metamorphosis

Resources:

PowerPoint with video links will be posted on GC after the lesson.

Topic Book

Workbook

Active Learn

Lesson 2:

Specific Learning objectives:

Describe incomplete metamorphosis.

Specific Intended Learning Outcomes:

- Students understand the meaning of incomplete metamorphosis.
- Students will be able to list the insects that undergo incomplete metamorphosis.
- Students will be able to draw and label the lifecycle of a dragonfly.
- Students will be able to understand the difference between complete and incomplete metamorphosis.

Tasks:

1. Read Topic book – page 15
2. Complete work book –page 15

Assessment Criteria/ Essential questions:

Support-How many stages are in incomplete metamorphosis and name the stages.

Stretch- Describe the stages in incomplete metamorphosis with examples of some insects.

Extend- Make a Venn diagram to explain similarities and differences between complete and incomplete metamorphosis.

	<p><u>Scientific Vocabulary:</u> Nymph ,</p> <p><u>Resources:</u> PowerPoint with video links will be posted on GC after the lesson. Topic Book Workbook Active Learn</p>
	<p><u>Lesson 3:</u></p> <p><u>Specific Learning objectives:</u> Describe the differences in life cycles.</p> <p><u>Specific Intended Learning Outcomes:</u></p> <ul style="list-style-type: none"> • Students list the names of the stages in the lifecycle of a primate. • Students compare the stages of the lifecycle and identify the changes. • Students become aware of the work done by Jane Goodall as an animal behaviourist. <p><u>Tasks:</u></p> <ol style="list-style-type: none"> 1. Read Topic book – page 8 ,9 2. Complete work book – page 8 , 9 <p><u>Assessment Criteria/ Essential questions:</u> Support-Recall the stages in the lifecycle of the primate. Stretch- Compare and contrast the stages of the primates lifecycle. Extend- Research the length of each stage in the gorilla lifecycle.</p> <p><u>Scientific Vocabulary:</u> Independent, juvenile ,primate</p> <p><u>Resources:</u> PowerPoint with video links will be posted on GC after the lesson. Topic Book Workbook Active Learn</p>

Lesson 4:

Notebook:

- A Google Doc to compare and contrast the life cycle of a fish and a whale will be posted on Google Classroom. Students will complete the task during the lesson.
- Complete page 12 of the Workbook.
Scanned copy of the page will be posted on GC for the benefit of those who have not received their books.