



مدرسة القديسة مريم الكاثوليكية الثانوية – دبي

ST. MARY'S CATHOLIC HIGH SCHOOL, DUBAI

Lesson Plan

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| Subject | Science |
| Class/ Section | Yr 6 |
| Week | Week 2 : 5th September to 9th September ,2021. |
| Work send to students by | Google classroom |
| Total number of lessons per week | 4 |
| Unit/Topic | Classification of Living things. |
| 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. | <p><u>Lesson 1:</u> Life Processes. (recall from previous knowledge)</p> <p><u>Specific Learning objectives:</u> Discuss life processes of living things</p> <p><u>Specific Intended Learning Outcomes:</u></p> <ul style="list-style-type: none">• Recall life processes.• Site several examples of these life processes in different organisms. <p><u>Assessment Criteria/ Essential questions:</u> Do our life processes go on when we are asleep? How do you know? Why?.</p> <p><u>Tasks:</u> A class activity./ Draw and write examples of life processes in your note book.</p> <p><u>Resources:</u> a ppt and video</p> |
| | <p><u>Lesson 2:</u> Classification of Living things.</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></p> <ul style="list-style-type: none">➤ Recall the 7 characteristics of living things.➤ Classify living organisms based on observable features like habitat, behaviour, how it feeds or how it reproduces. |

- Know that they can be classified in different ways.

Tasks:

1. Read Topic book – page 1 and 2 (will be presented on ppt)

Assessment Criteria/ Essential questions:

Support-Classify living things from the given mix of organisms.

Stretch- Explain with reasons why the organisms are grouped in this way.

Extend- Make a Venn diagram to explain similarities and differences in the physical, observable features

Scientific Vocabulary:

Classify, **S**pecies and **O**rganisms.

Resources:

Pupil book and Work book(Science bug International)

Active Learn Plat form.

Power point with video links posted on it.

Lesson 3: Classification of Living things.

Specific Learning objectives: Describe how living things are **classified** into broad groups according to common observable characteristics based on similarities and differences between them.

Specific Intended Learning Outcomes:

- Classify living organisms based on more **observable features** like habitat, behaviour, how it feeds or how it reproduces.

Tasks:

1. Note book – Based on observable and physical features, classify the organisms from the given list of organisms in the best way you can.

(Venn diagram, table, pictorial, keys)

Support- Ask students to draw a table in their note books to show classification of vertebrates and invertebrates.

Stretch- Students explain why scientists classify living things.

Extend- Ask more able students to do a Venn diagram to group organisms

Scientific Vocabulary- Revise and re write definitions of :
Classify, **S**pecies, **O**rganisms.

(Students could be given time to complete note book work with teacher's guidance during this lesson)

Lesson 4: Classification of Living things.

Specific Learning objectives: Describe how living things are **classified** into broad groups according to common observable characteristics based on similarities and differences between them.

Specific Intended Learning Outcomes:

- Classify living organisms based on more **observable features** like habitat, behaviour, how it feeds or how it reproduces.

Tasks:

Complete work book –pages 1,2 and 3. (will be sent on GC or presented on the ppt)

Assessment Criteria/ Essential questions: a simple quiz could be set for about 5 marks to check students' understanding.

Support- What is the hard outer covering on some insects is called ?

Stretch- List four observable characteristics of each type of vertebrate

Extend- Name three animals and describe one physical characteristic that allows each animal to survive in its environment.