Lesson Plan

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Unit-1 No

living being is alone

learning objective

By observing and analyzing the environment, we see the relationship between the habitat and food of the organisms and complete food webs.

Concepts and perceptions

> Dietary diversity in animals

▸ Relationship between habitat and food of organisms

▸ Food chain

> Habitat at sea

capabilities

observation-

.. observation of images

* Environmental monitoring

❖ Relationship between food, food economy and habitat AMBS

* Video surveillance

Conclusion

✓As there is diversity in living things, there is diversity in their food intake

✓Everywhere living things exist, there is a habitat

✓There are food webs all around us

Values and attitudes

0 Human intervention can have a major impact on ecosystems maintained through food relationships

Necessary materials

0 pictures of creatures

0 Hantens

◦ Videos of sea, polar regions, deserts and pond

◦ crayons

0 worksheet

products

- List of herbivores
- A complete food chain
- Fieldtrip
- Report
- Completed worksheet
- Flannel board

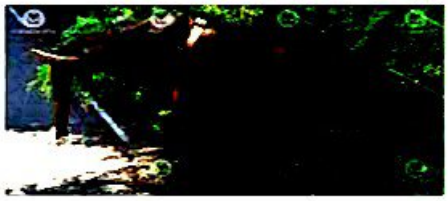
Module 1

Action	Evaluation

Introductory activity

Activity -1

Children are shown a paper cutting of "Ari Komban falling in the forest".



Is there deforestation in our country?

What creatures have you seen?

List the creatures that come down from the forest around us and their food. B.S

T. B Look at the picture on page number 8 and write what are the organisms in it?

Find out which of these organisms feed on plants.

What are the organisms that feed on small fish?

What does each creature in the picture eat?

HW

Monitor the indoor environment?

Environmental monitoring

Discussion – The format should be established

The children are also taken to the field next to the pre-decided site of the visit.

serial no	Name of the creature	the food

Format entry

List the plants that make food and the animals that make food. Eating and being eaten Find organisms and write them in a science book? Most organisms depend on it for food who is

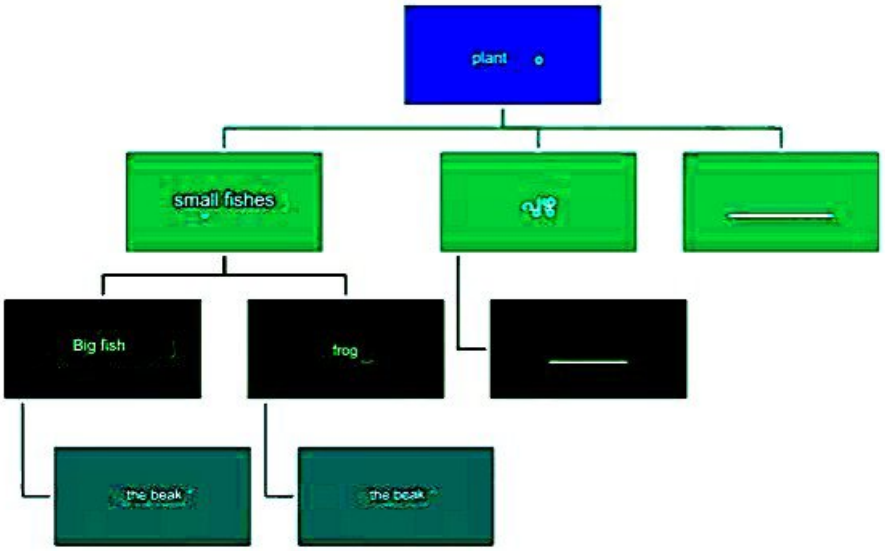
Are there feeding on more than one organism?

What are these creatures?

Is one organism food for more than one organism?

Collect videos of food donation methods.

T.B pg. Complete the food chain in no 9



Displays pictures of various creatures.

Food and food webs are completed by incorporating observed images.

The food relationship is presented as a roleplay and a puppet show.

Learning achievement is ensured by displaying pictures and videos of various animals.

Continued action

Complete the food chain by observing the surrounding environment and understanding the food relationship of the organisms?

Module 2

Learning Objectives

- Identify different habitats through observation and analysis.
- Understand the importance of each organism in the habitat through analysis and data collection.
- By collecting these, we can work to identify the changes that invasive species make to habitats

foreknowledge

* Living elements and non-living elements.
- Observed plants and animals living on land and water.
* It has been learned that the habitats of living beings are different.

Concepts/perceptions

* Interrelationship between living and non-living things.
- Habitat is the environment that contains all the elements that organisms need for survival.
- Importance of each organism in habitats.
- The relationship between the number and condition of organisms in an ecosystem and survival
- Changes to habitats caused by invasive species.

* Capabilities/ Skills

monitoring

- ✓ Classifying living things and non-living things – Communication –Roleplay presentation.
- ✓Definition formulation
- ✓ Definition of Habitat.
- ✓ Production Filming
- ✓ Production of food card

Values/attitudes

Attitudes to recognize the importance of each species in the habitat and the problems invasive species pose to habitats.

Necessary Materials

Videos of different habitats

- ✓ Pictures of creatures
- ✓ Required reading material for data collection in the project.
- ✓ Masks that require roleplay
- ✓
- ✓ **ഉൽപ്പന്നങ്ങൾ**
  - List of living and non-living things.
  - Project report

- Food cards
- Roleplay script

Module 2

action	Evaluation
Activity 1 Children are divided into five groups. A picture of each animal is given in each group. Fish, Frog, Beak, Duck, Turtle What is the food of the animals in your hand? Problem Statement Do these creatures need food alone to survive or do they need something else? Children make guesses. Watching video of the pool. Observe and clearly record the elements in the pool. Do all the elements you found fit into the same category? How to list them The living and non-living things are classified into groups. Group Presentation, Codification (Assessment) Activity 2 Habitat Field trip What creatures are in the biodiversity park? Are the elements necessary for their existence there? How are they related to each other? Divide the children into groups and give instructions on what to observe. Visiting Biodiversity Park and recording observations. Presenting in class. role play Each group presents the living and non-living elements of the biodiversity park. (Evaluation) Living things can survive only by depending on non-living things. Do you agree with this statement? Why? Codification presents the findings Habitat is the environment that contains all the elements that organisms need for survival A model is prepared by collecting images of different types of habitats. Action 3 TB pg .no 13 Observing the ration cards The ration cards of other organisms are made in groups	

ജീവി : കാക്ക

Food: Microorganisms, fruits, grains, food waste, carrion.

ജീവി : Goat

Food: Grass, leaves, grains

The picture is drawn and colored and beautified. Presenting in class (assessing creativity)

Activity 4 - Increasing or decreasing

The chart displays the picture of the food chain web in the field.

In this the frog is removed. What will happen? (Personality)

Are the number of snakes increasing?

What will change? AM

Observe the picture in Hb pg.no 14 and answer the questions.

What will happen if the tigers are gone?

Which organisms will increase in number?

Group Discussion, Presentation (Assessment)

Reading Reading Material in Hb pg no 14

Continued action

Research and prepare reports on endangered species

Activity-5 Invaders

Project preparation

Watching the video of the piranha competition in the aquarium. Why is that fish specifically put in? Guess what? Watching the picture in TB Reading the reading material.

Are there any other animals or plants like this in our area? How to find out?

Find out what problems they cause to other plants and animals?

Planning/Implementation

Books and newspaper clippings are distributed to the group to gather information.

Make Questionnaire for Interview with Agriculture Officer?

Visiting the aquarium.

Preparing the project report

- The problem
- Introduction
- Aim/ Purpose
- Method of study
- Data collection
- analysis
- Conclusion
- instructions
- Supplementary information

The project is presented in class and in the science club

Continued action

Work sheet

Write down what would be the conversation of other non-living things?

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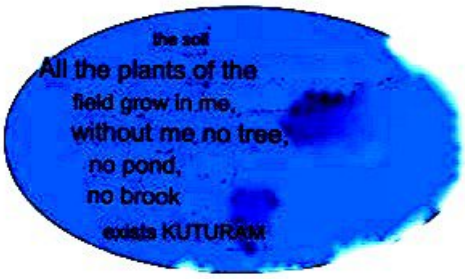


Module 3

Food relationship..

6 period

Learning Objectives

1. Analyze various food webs and identify the different food webs in it.
2. Use sunlight, water, salts, carbon dioxide, and greens for photosynthesis through observation and experimental analysis. Understand the importance.
3. All living things breathe. Breathing gas is oxygen concepts.

- Food chains
- Photosynthesis
- Stomata

Perceptions

* Various food chains

❖ Plants are always the first link in the food chain.

* Plants make food through photosynthesis.

* Carbon dioxide, water and sunlight are essential elements for photosynthesis.

* V nyasa in leaves, different types of colors... Respiration is necessary in all living things for energy production. All organisms use oxygen in the process of respiration.

Abilities and Skills

1. Compare and list Compare different food chains and list the first and last links.

2. Illustrative, comparing illustrated by observing the arrangement of leaves.

3. Conclusion.... After analyzing the various data it is concluded that respiration must also take place in plants.
4. Compare the illustration and conclude that plants release only carbon dioxide at night.

Materials:

* Book ICT
* Discussion indicators

Products:

* Observation note
* Data collection note
* Coming to conclusion.

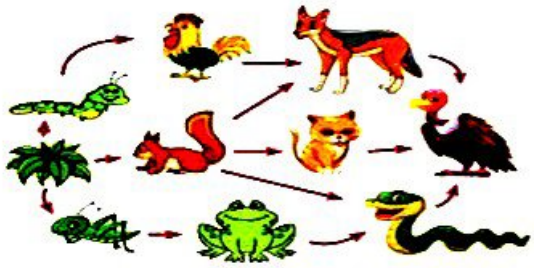
Advance notice:

- Plants have been studied to have different parts
- It is known that organisms make food from plants
- The classes need plenty of water and sunlight

Learning activities	Evaluation

Operation: 1

After the pre-knowledge check, observe the food chain on page 16 of the TB, then divide the children into groups and ask the children in each group to act as characters for each of the organisms and then ask them to find the relationship between them.



Discussion indicator

1. Grasshopper food
2. Any creature on which a grasshopper feeds

Codification

Children trace the food chain. A food is a food link in a single chain in a food web chain

Evaluation

Ask to complete the table on page number 16 of the TB The table is codified by the children.

The first link	The last link
the grass	vulture

Action :2

Food production in plants

After the pre-knowledge test, students are asked to devise and perform a musical dance sculpture involving a food web and the interrelationships between its organisms. Each group is then given a discussion prompt and asked to codify.

Discussion indicator

Children are where all living things get their food

Codifying. A video of photosynthesis with the help of ICT is shown in the class and the information found by the children

Presenting

Codification

A video of photosynthesis with the help of ICT is shown and the children present the information they have found to the class. ABS

A follow-up activity asks you to draw a picture of photosynthesis in a science diary.

Activity 3 To get energy

Divide the children into groups and give two or three plants to each group. Ask to find out the characteristics of the leaves of these plants. Children also write down the features of the arrangement on the leaves. Codifying. Page No. 18,19 in TB asks to observe the pictures and group the leaves arranged in each way.

Continued action

Observe the surrounding plants and ask them to group those whose leaves are arranged in a certain way. Green dairy calls for construction of herbarium.

Activity 4

Behind the leafy green

Different types of leaves are distributed with different colored leaves which raises the question of whether photosynthesis takes place in them.

The supplied leaves require rubbing on blotting paper. Then TV page number 19 asks to fill the table.

Codification Harithakam is the green pigment in leaves. Page number 20 of TB discusses the pigments responsible for the various colors in leaves.

In school, they are asked to visit the biological garden and observe various species and prepare not

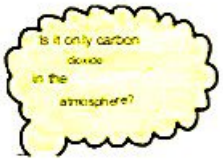
AND FLOWERS BS

FINL E VES

Activity 5:

Gaseous exchange in plants

.TB raises the question at page no.20. PURAM



Which gas is respired by plants?

Which gas is released by plants?

Answers are presented individually and then collated.

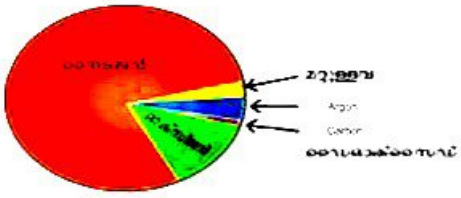
Ask the children to discuss in groups and give a discussion prompt.

Discussion indicator

- Why do we eat?

- What happens if
- we don't eat for two days?
- Do plants need energy? After
- presenting to the group which gas is needed to obtain energy, the teacher codifies.

Then the information is collected from page 20 of the textbook.



Activity 6

How does gas exchange take place through leaves?

begs the question

and then codifying

The teacher asks some questions

A section of betel leaf is then observed under a microscope

After preparing and presenting the observation note, ask to read the reading note on page 21

Continued action

Look at the pictures on page 22 of TB and ask them to find the difference between gas exchange in plants during the day and night.