

New Science Power 3

Living and Nonliving Things

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SPECIFIC OBJECTIVES

- The students learn about
- ❖ natural and man-made things
 - ❖ living and nonliving things
 - ❖ features of living and nonliving things

TEACHING AIDS

Pictures/samples/animation on a dog and a puppy/a cat and a kitten/a baby plant and a young plant; Birds flying, fish swimming; Touch-me-not plant, sunflower; Hatching of chick, germination of seed, sprouting of potato, etc.; Lungs in chest of man, air holes of insects, gills of fish, stomata on leaves and animation on breathing action.

LESSON PLAN

- ❖ Teacher will start the lesson by asking questions on living and nonliving things based on previous knowledge of students.
- ❖ Now, teacher will explain the differences between natural and man-made things giving various examples from everyday life.
- ❖ Teacher will add some more points to the understanding of students on living and nonliving things by explaining that natural things such as plants and animals are living beings, whereas rest of the things (whether natural or man-made) are nonliving things.
- ❖ With the help of different teaching aids, teacher will explain all the features of living things and nonliving things that are given in the chapter.
- ❖ Now, teacher will ask students to solve 'Checkpoints 1 and 2'.
- ❖ At last, teacher will make students revise the new terms given in 'Science Vocabulary' and sum up the lesson by going through the points given in 'Wrapping it up'.
- ❖ Now, teacher will help students to solve the questions given in 'Exercises'.

BOOST UP

- ❖ Teacher should help students in doing activities given in the chapter.
- ❖ Teacher should discuss the conversation of Annu and Mannu given in bubbles in between the topics.
- ❖ Teacher can display a baby plant and its seed to explain growth and reproduction.
- ❖ If possible, an aquarium can be displayed or students can be taken to a fish pond for showing the movement of fish. The bubbles of carbon dioxide gas come out during breathing.
- ❖ Teacher can encourage students for having healthy eating habits while explaining the concept of growth and need of food in living beings.
- ❖ Teacher can add more examples to the list of names of young ones while teaching about reproduction.
- ❖ Teacher should help students to find the answers of questions given in 'Think Zone'.

EXPECTED LEARNING OUTCOMES

The students

- ❖ understand natural and man-made things
- ❖ know features of living and nonliving things
- ❖ can differentiate between living and nonliving things

EVALUATIVE QUESTIONS

The teacher may ask the following questions for evaluating learning and understanding of students:

1. What are natural and man-made things?
2. What are nonliving things?
3. How do different living things breathe?