

The World of Microbes

5

SPECIFIC OBJECTIVES

- The students learn about
- ❖ microbes, their types and how they are studied
 - ❖ useful and harmful microbes
 - ❖ protection from harmful microbes

TEACHING AIDS

Picture/animation/specimen of a microscope; Different types of bacteria, viruses; *Amoeba/Paramecium*; Persons suffering from bacterial/viral diseases; Useful and harmful microbes, and protection from harmful microbes.

LESSON PLAN

- ❖ Teacher will start the chapter by asking some general questions on microbes.
- ❖ Now, teacher will define about microbes and with the help of teaching aids will describe that they are seen only with the help of a microscope.
- ❖ With the help of different teaching aids, teacher will define different types of microbes:
 - **Bacteria** are present everywhere and are found in round, spiral, rod and comma-like shapes.
 - **Viruses** are smaller than bacteria and cannot be seen with naked eye. They are neither living nor non-living. They cause many diseases.
 - **Protozoa** are one-celled animals. They live in soil, water and some of them live as parasites.
 - **Fungi** are non-green plants. They cannot make their food, hence take it from dead and rotting animals and plants.
- ❖ Now, teacher will describe that some microbes are useful to us and show the pictures/samples of things made with the help of microbes.
- ❖ Now, teacher will explain that some microbes are harmful to us. They are called germs. By showing the pictures of some persons suffering from many bacterial and viral diseases, teacher will explain that these diseases are caused by microbes.
- ❖ With the help of teaching aids, teacher will define the ways to get protection from harmful microbes (as given in chapter).

- ❖ Now, teacher will ask the students to solve 'Checkpoint'.
- ❖ 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 to carry out activities given in the chapter.
- ❖ Teacher should discuss the conversation of Annu and Mannu given in bubbles in between the topics.
- ❖ Teacher can discuss the information given in the 'Knowledge Desk'.
- ❖ Teacher should help students to find the answers of questions given in 'Think Zone'.
- ❖ Teacher can show curd-making lactobacillus bacteria using a permanent slide and a microscope.
- ❖ Teacher should explain that microbes also spoil our leather articles, woollen clothes, etc. Therefore, they are kept in sunlight before storage.
- ❖ Teacher should explain that most of the mushrooms are poisonous. So all mushrooms are not edible.

EXPECTED LEARNING OUTCOMES

The students know about

- ❖ microbes, their types and use of microscope in the study of microbes.
- ❖ useful and harmful microbes.
- ❖ ways to protect human body from harmful microbes.
- ❖ know about ways to protect food from harmful microbes.

EVALUATIVE QUESTIONS

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

1. What are microbes?
2. What is a microscope?
3. Why can we not see bacteria and viruses with naked eye?
4. Why are protozoa called single-celled organisms?
5. What are non-green plants called?
6. Name a useful fungi.
7. How is curd made?
8. What are germs?
9. Which microbes cause common cold to us?
10. How does freezing save food from microbes?
11. How does dehydration save food?
12. What is canning of food?