

LESSON PLAN

SPECIFIC OBJECTIVES

The students will learn about

- ✧ things around us
- ✧ characteristics of living things
- ✧ nonliving things
- ✧ differences between living and nonliving things

TEACHING AIDS

Pictures/charts/models/animation of unicellular organisms (*Amoeba*, yeast); some multicellular organisms; a baby growing into an adult; movement of sunflower towards the sun; stomata on leaf surface; folding of touch-me-not plant leaves; birds with chicks in nest; seed germinating into a plant; plantlets growing on *Bryophyllum* leaf; new plants growing from potato (all as given in chapter).

LESSON PLAN

- ✧ The teacher should start the chapter with Gear Up. He/she should ask the students to name the living and nonliving things given in pictures.
- ✧ Teacher will ask the students to name living and nonliving things around them.
- ✧ The teacher should tell students about the characteristics of living things, i.e., structure, growth, adaptations, movement, need of food and energy, respiration, excretion, response to stimuli, reproduction, lifespan, etc.
- ✧ Students should be asked to collect as many objects as they can, and identify them as living and nonliving as given in Activity 1.
- ✧ Students should be asked to observe growth in living beings as given in Activity 2.
- ✧ The teacher should tell the students to observe the movement in plant parts as shown in Activity 3.
- ✧ The teacher should explain students about the presence of carbon dioxide in exhaled air by demonstrating Activity 4.
- ✧ The teacher should discuss the lifespan of some common organisms as given in Table 7.1.
- ✧ The teacher should also discuss with students about nonliving things, and the growth in nonliving things by performing Activity 8.

- ✧ Teacher should discuss the differences between living and nonliving things as given in Table 7.2 in order to recap them properly.
- ✧ Students should be asked to solve the Check Points 1, 2 and 3.
- ✧ At last, the teacher will sum up the lesson by going through the points given under the head 'Wrap Up Now'.
- ✧ The teacher will help the students to solve the questions given in exercises under the head 'Practice Time' and will also discuss the topics given under the head 'Formative Tasks'.

BOOST UP

The teacher should call each student to write one living and one nonliving thing on the board and ask the reason orally behind that.

EXPECTED LEARNING OUTCOMES

The students understand and know the

- ✧ living and nonliving things.
- ✧ characteristics of living things.
- ✧ differences between living and nonliving things.

EVALUATIVE QUESTIONS

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

1. Define living things giving two examples.
2. Why is it said that living things grow?
3. When a student touches a hot spot by mistake, he/she pulls away his/her hand immediately. Name the stimulus and response in this activity.
4. Name two animals which hatch into young ones.
5. What is meant by nonliving things? Give their two examples.
6. Give some differences between living and nonliving things.
7. Are peacock and parrot living beings? Why or why not?