

SUBJECT : ENVIRONMENTAL STUDIES**LESSON PLAN****TOPIC : L-2 EAR TO EAR**

Pre-Content/content Post-Content	Learning outcomes/Objectives	
	General	Specific
<u>Pre Content:</u> - Chapter will be introduced by talking about body structure of the animals <u>Content:</u> - Different animals having different types of ears. Some have internal ears and some have external ears - Different animals have different pattern or hair on their skin. - Mode of reproduction in different animals. <u>Post content:</u> - Endangered animals	Students will be able to: cite examples of the animals who can stand erect recognise animals having internal ears and external ears relate animals with the pattern or hair on their skin . identify animals those reproduce by laying eggs or by giving birth to young ones. discuss the reasons why few animals are becoming endangered	Students will be able to: classify animals based on presence or absence of backbone differentiate between animals having internal or external ears. categorize animals according to the pattern or hair on their skin. conceptualise process of reproduction in animals explore the reasons which is effecting the survival of animals justify why number of tigers is going down in India

Home Work /Assignments:

- Q1. Write names of animals that have internal or external ear .
Q2. Name few animals who are becoming endangered.
Q3. Name national animal and bird of India.

AND PROGRESS**MONTH -JULY****CLASS- IV**

Teacher's Activity	Students' Activity	Teacher's observation and Remedial
Teacher will: - illustrate the concept by showing them a video - show pictures of diff. animals and will describe internal and external ear followed by textbook exercise - discuss pattern of skin or hair of different animals followed by activity given in the textbook . <u>Annexure 2 (A)</u> - conduct an activity to categorize animals into different groups - ask students to find out the names of few animals which are becoming endangered due to human activities	Students will: - differentiate between vertebrates and invertebrates animals - identify animals and complete the exercise - complete the activity given in the textbook <u>Annexure 2 (a)</u> - perform the activity and answer the questions based on the concept - name animals who are becoming extinct because of human activities	

Teaching Aids : Textbook , ICR, You tube video , worksheet

Methodology/Innovative: Interactive sessions , experiential learning , discussion

Interdisciplinary Links: Biology

HOD**COORDINATOR****HEADMISTRESS****PRINCIPAL**

Annexure 2 (A), (a) - WHICH CATEGORY DO I FALL ?

<u>SUBJECT</u>	<u>EVS</u>
<u>CLASS</u>	<u>IV</u>
<u>CHAPTER</u>	<u>EAR TO EAR</u>
<u>TOPIC</u>	<u>CATEGORIZATION OF ANIMALS</u>
<u>TIME</u>	<u>30 MINUTES</u>
<u>NATURE OF ACTIVITY</u>	<u>PAIR</u>

What will I learn ?(Learning Outcome) To categorize animals into five groups of vertebrates on the basis of visibility of ears , presence of hair/fur or feathers/scales/shell and know how do they reproduce.

Skills : Remembering , understanding , applying , analyzing

What do I have to do ? To categorize given animals into different categories.

What do I require ? Flash cards of different types of animals (students will be asked to bring flash cards of different types of animals one day in advance)

What do I need to know ? Animals can be divided in to two groups vertebrates and invertebrates on the presence or absence of spinal cord/ backbone. All mammals are vertebrates.

- **Teacher's activity:** Teacher will:
- ask questions to check students' prior knowledge about characteristics of animals.
 - discuss about vertebrates and invertebrates.
 - explain the related content by showing a video.
 - discuss about the animals whose ears can be seen/ can't be seen.
 - conduct a "**pair activity**", where she will distribute flash cards of different animals to all students.
 - ask students to observe the animal and fill the observation table. Further, she will ask students to exchange their flash cards with their partner and fill the observation table for second animal as well.
 - ask students to cross check each other's observations and discuss.
 - assist them in observing more animals' flash cards.

How will I proceed ?

- **Students' activity:** Students will:
- watch the video and participate in the discussion.
 - follow the instruction given by the teacher and perform the activity.

What have I observed ?

<u>S.No</u>	<u>NAME OF THE ANIMAL</u>	<u>VERTEBRATE/ INVERTEBRATE</u>	<u>MAMMAL/BIRD /FISH/REPTILE/ BIRD/ INSECT</u>	<u>EARS CAN/ CAN'T BE SEEN</u>	<u>HAS HAIR/FUR OR FEATHERS /SCALES/ SHELL</u>	<u>GIVE BIRTH TO YOUNG ONES OR LAY EGGS</u>

What have I learnt ? I have learnt that:

- i) animals who have a backbone are vertebrates.
- ii) animals whose ears can be seen and have hair/fur on their body reproduce by giving birth to young ones.
- iii) mammals give birth to babies.

What am I curious to learn ?

- ❖ Bats are the mammals that can fly. Let us observe the wings of a bat and find out if they have feathers ?

Let me evaluate myself :

Q1) Match the body covering of following animals:

Reptiles
Turtle
Mammals
Birds

Fur/ Hair
Feathers
Shell
Scales

Q2) Tick the correct answer:

a) The process of producing young ones is called-

i) reproduction

ii) metamorphosis

iii) incubati

b) Yellow substance present inside the bird's egg is called-

i) albumen

ii) embryo

iii) yolk

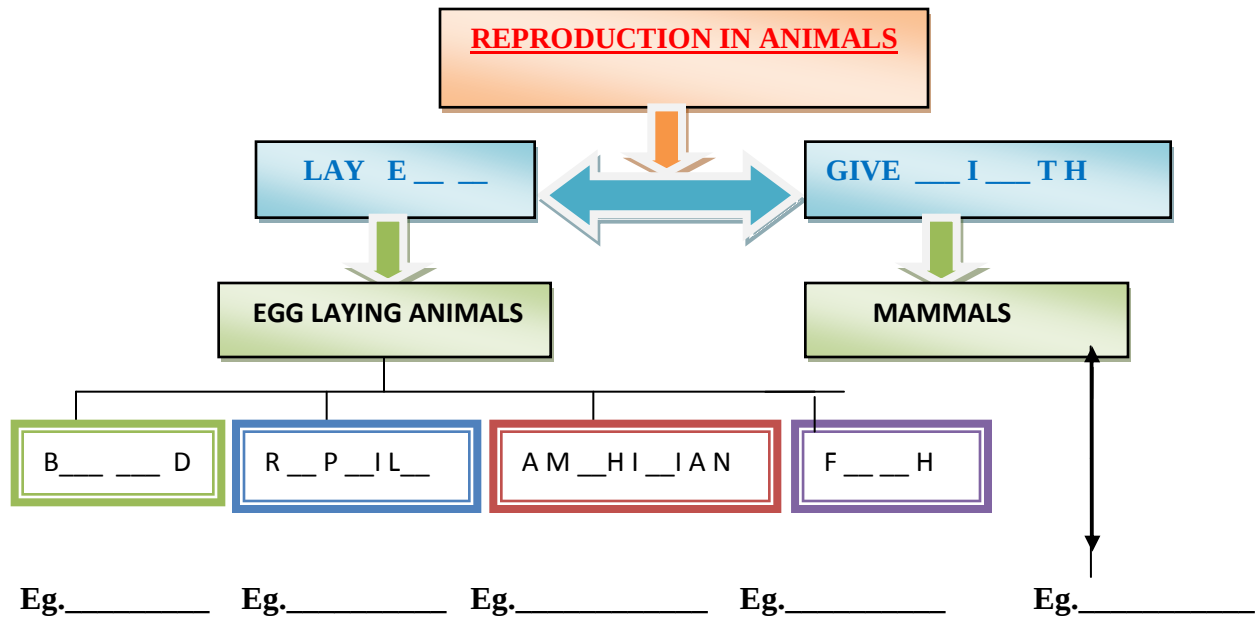
c) The eggs of reptiles are warmed by the heat of the-

i) parent

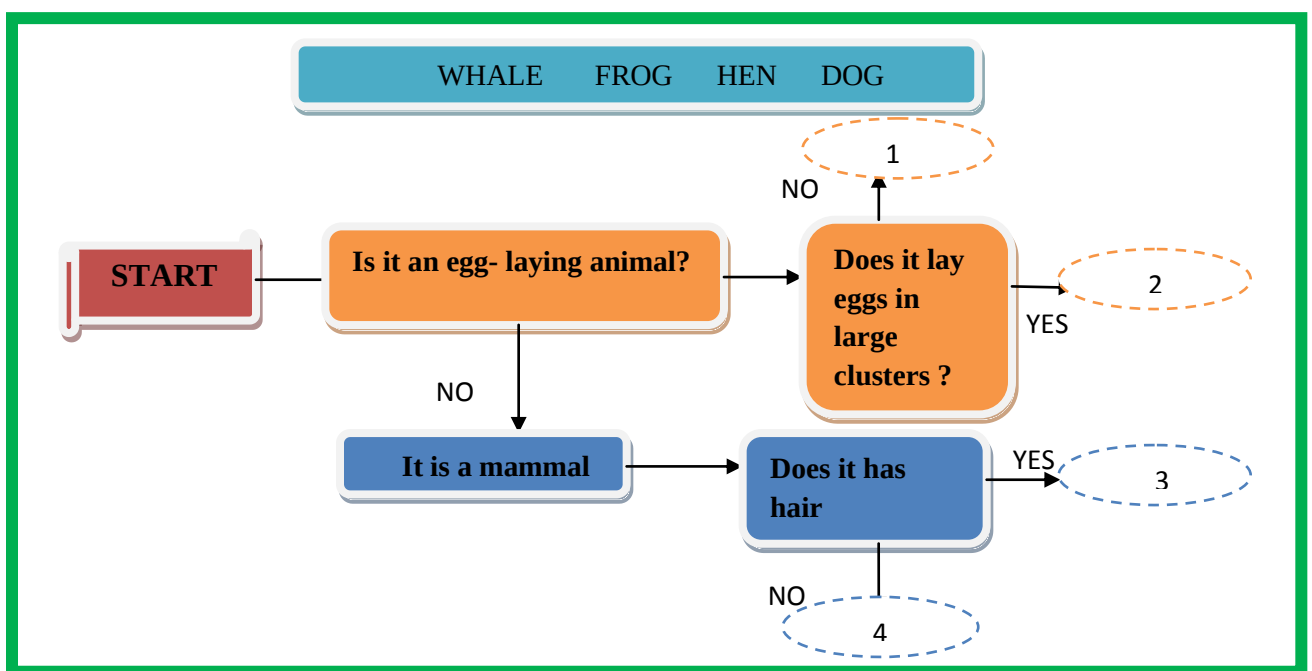
ii) sun

iii) heater

Q3) Complete the following chart :



Q4) Complete the flow chart by the words given below :



Q5) Blue whale and Dolphin look like fish but they are mammals. Give reason to support your answer. Draw and color any one of them.

Ans)

