

**Secondary Science SBE
Lesson Plan Framework**

Lesson Title: Animals and Plants Adaptation for survival

Group 10A4

Location M23

Date/Time 8th of May/ 11h05 to 11h55

Learning Objectives

Students will ...

- learn how some animals adapted to live in cold and hot climates.
- learn how are plants adapted to live in dry and hot conditions?

Learning Outcomes

Students will be able to...

- describe animals in cold climates as the ones with a thick fur and often large.
- describe animals in hot climates as the ones with a thin fur and a little body.
- Understand that plants that live in dry places have adaptations to help reducing water loss.

National Curriculum/Syllabus References (incl. reference to previous KS)

Ks4 Biology, GCSE Science, text book AQA Science, unit B1b 5 – Adaptation for survival.

Links to other areas

Students will be able to learn the lesson topic using some kinaesthetic learning styles; literacy skills and citizenship.

Previous assessment details informing this lesson.

Last lesson was useful to make pupils developing new kinaesthetic learning styles by being able to produce a video.

Differentiation

I will use different learning styles, like visual aids, kinaesthetic activity, writing skills, for the entire class have the opportunity to develop further knowledge by using a variety of learning styles able the entire class to develop further knowledge on different learning areas.

Health and Safety

Lesson totally safe for pupils

Lesson Development

| Timing (min) | Teacher activity | Pupil activity | # Resources | Assessment Items |
|--------------|---|--|--|--|
| 2 | Register | Students will pay attention to the register | Teacher planner | - |
| 10 | Sharing lesson objectives as well setting instructions for the starter activity. | Students will pay attention to lesson objectives about understanding animals' adaptation in different conditions as well introducing the unit about plants adaptations. As a starter activity students will have 10 minutes to finish last lesson task about producing a video. | Computer White board Colour pencils Felt tips A3 sheets Adaptation booklet Digital camera Photo story 3 software. | Making sure that all students are on task. |
| 10 | Going through power point to recap and make sure that all pupils can understand the main ideas. | Students will be listening, understanding and answering questions about adaptation meaning and developing some learning when speaking about animals special adaptations features (like thin and thick fur, small and large surface area/volume ratio etc.) to live in hot and cold climates. Writing some class notes if necessary. | Computer White board Power point books | Q+A |
| 6 | Activity 1 Setting instructions for students watch a video about plants. | Watching a video about how are plants adapted to live in hot conditions and how do plants store water. | Video Computer speakers | - |

| | | | | |
|----|---|--|---|--|
| 15 | <p>Going over a power point giving a brief explanation about adaptation in plants.</p> | <p>After watching the video, students will be listening the explanation about the topic.</p> <p>By groups of two they will have a leave to draw a diagram (labelling Guidelines on page 84 of the text book.)</p> | <p>leave Glue stick Colour pencils books Etc.</p> | <p>Developing kinaesthetic learning styles.</p> |
| 5 | <p>Setting a plenary activity recapping adaptation in animals.</p> | <p>Students will be tested with a short true and false quiz about the lesson objectives.</p> <p>Going over the answers.</p> | <p>Computer Power point</p> | <p>Assessing items by asking to students that normally struggle if they really understood the topic.</p> |
| 2 | <p>Setting the homework and giving instructions to students pack away and move to next lesson.</p> <p>Note: This will be giving to students before the plenary activity.</p> | <p>Students will need to read the adaptation for survival booklet at home and try to answer a question (Explain why plants lose water through their leaves all the time and why does this make living in a dry place such a problem?) setting by the teacher for the next lesson.</p> <p>Packing away all the material to finish the lesson.</p> | <p>Homework Questions</p> | <p>Marking the homework.</p> |

Lesson Evaluation

Lesson Rating – My Performance *(To be completed at the end of every lesson)*

| Criteria | Very Good | Good | Satisfactory | Unsatisfactory |
|-------------------------|------------------|-------------|---------------------|-----------------------|
| Knowledge | | | | |
| Resources | | | | |
| Lesson Objectives | | | | |
| Behaviour Management | | | | |
| Risk Assessment | | | | |
| Differentiation | | | | |
| Feedback to pupils | | | | |
| Assessment | | | | |
| Variety & Pace | | | | |
| Level appropriate | | | | |
| Visuals – high quality? | | | | |

General Comments (Improvements for your teaching and/or pupil learning)

Were your Outcomes Achieved? (Include details of Evidence)

Teachers Lesson Rating – *(To be completed at the end of every lesson)*

| Criteria | Very Good | Good | Satisfactory | Unsatisfactory |
|-------------------------|------------------|-------------|---------------------|-----------------------|
| Knowledge | | | | |
| Resources | | | | |
| Lesson Objectives | | | | |
| Behaviour Management | | | | |
| Risk Assessment | | | | |
| Differentiation | | | | |
| Feedback to pupils | | | | |
| Assessment | | | | |
| Variety & Pace | | | | |
| Level appropriate | | | | |
| Visuals – high quality? | | | | |

Teacher Comments