

**Secondary Science SBE
Lesson Plan Framework**

Lesson Title: Plants + Competition in Animals and Plants

Group 10A4

Location M23

Date/Time 15th of May/ 9h10 to 10h10

Learning Objectives

Students will ...

- learn how are plants adapted to live in dry and hot conditions?
- learn to explain what is competition and why do organisms compete for?

Learning Outcomes

Students will be able to...

- Understand that plants that live in dry places have adaptations to help reducing water loss.
- explain that animals and plants often compete for food and territories.

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

Ks4 Biology, GCSE Science, text book AQA Science, unit B1b 5 – Adaptation for survival (Adaptation in Plants/Competition in animals and plants).

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 class.

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.	<p>Students will pay attention to lesson objectives about understanding the main ideas of plants adaptations as well introducing the idea of competition in animals and plants.</p> <p>As a starter students will watch the video that they produced by making the posters about adaptation in animals.</p>	Computer Photo story 3 software. Projector speakers	-
10	Going through power point to introduce information about adaptation in plants.	<p>Students will be listening and pay attention to some ideas (like stomata, evaporation) about how are plants adapt to live in dry conditions and how they store water.</p> <p>Giving a few minutes for students to answer two questions (checking class subject knowledge as well some misconceptions).</p> <p>Note: This activity will be done during the leave/plant diagram task and after the video.</p>	Computer White board Power point Books booklet	Topic Questions and Q+A
10	Setting instructions for students make a plant diagram.	By groups of two they will have a leave to draw a diagram (labelling Guidelines on page 84 of the text book.)	Books White board	Make sure that all pupils are on task and assessment will be done by Q+A and also evaluation of all students to make and to be on task.

10	Watching a video.	<p>Students will be watching a video about a saguaro cactus and how is the plant adapt to live in hot conditions.</p> <p>Writing some notes if necessary, scaffolding the topic.</p> <p>Note: I will show the video before the diagram task.</p>	Computer Speakers Video Books	-
10	Going over a brief explanation about competition.	<p>Students will have a few minutes to show what they know about what is competition by interacting with the teacher.</p> <p>Setting a class discussion about the main differences between competition in plants and competition in animals.</p>	Computer Power point White board	Q+A
5	Setting a homework task and giving instructions to pupils pack away.	Students will have a worksheet to read and try to answer to one of the questions about ways in which plants can overcome the problems of growing in the shade of another plant.	Worksheet booklets	Marking the homework

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