

# Lesson Plan

Grade: Five

Subject: Science

Term: 1<sup>st</sup>

Time: 40mins

Teacher's Name: \_\_\_\_\_

Week: 2

Day: 1

Chap 1: Classification of Living Organisms

Topic: Kingdom Fungi

## Students Learning Outcomes:

At the end of this period, the students will be able to:

- Describe the classification of living organisms and its importance.

## Resource Materials:

Chalk/marker, white/blackboard, flash cards, Science Textbook

## Teaching & Learning Activities:

### Warm-up Activities:

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students: What do you know about the kingdom Protista? Give some examples of Protists. Take their responses and appreciate them.

### Teaching and Learning Activities:

25mins

- Tell students today they are going to learn the characteristics of fungi.
  - Tell them fungi can be single-celled, multi-celled or filamentous.
  - They grow in moist places. They cannot prepare their food because they do not have chlorophyll. They obtain their food from other organisms.
  - Mushrooms, Yeasts, Rhizopus, Puffballs, are some examples of fungi.
- Show students flash cards of different fungi.

### Activities 1:

Provide students handouts and ask them to draw fungi, compare fungi with Protista by writing few questions.

### Review:

3mins

Discuss main points about the Kingdom Fungi.

### Evaluation:

5mins

To check the understanding of students, ask them:

- Tell some characteristics of Fungi.
- Give some examples of Fungi.

### Homework:

2mins

Ask students to learn the topic of Fungi accurately

# Lesson Plan

Grade: Five

Subject: Science

Term: 1<sup>st</sup>

Time: 40mins

Teacher's Name: \_\_\_\_\_

Week: 2

Day: 2

Chap 1: Classification of Living Organisms

Topic: Kingdom Plantae

## Students Learning Outcomes:

At the end of this period, the students will be able to:

- Describe the classification of living organisms and its importance.

## Resource Materials:

Chalk/marker, white/blackboard, flash cards, Science Textbook

## Teaching & Learning Activities:

### Warm-up Activities:

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students: What do you know about the Kingdom Fungi? Give some examples of Fungi. Wait for their responses.

### Main Activities/Concept Building:

25mins

- Tell students today they are going to learn about the kingdom Plantae.
- Ask students to whom all living things depends upon in order to survive.
- Take their response and tell them plants are essential for the survival of other organisms including "Human Beings".
- Tell them we need plants for oxygen to breathe. We need food they provide. We need them for medicinal purposes.
- Explain students that in order to study Million of plants, Scientists categorize the plants into the separate kingdom "Kingdom Plantae".
- Tell them plants are also multi-celled organisms. They can prepare their food. So, they are called producers.
- Plants grow in size but they cannot change their position.
- They are found in a variety of habitats, such as deserts, mountains, forests, grasslands and rivers.
- Tell students plants are divided into two groups on the basis of having or not having flowers.
- Flowering plants have flowers while non-flowering plants do not have flowers.

### Activities 1:

Ask students to think about what you learned in class today about plants. In what ways are plants helpful. Why do we classify plants? What do you know about classification of plants?

### Review:

3mins

Recall the main points about the Kingdom Plantae.

### Evaluation:

5mins

To check the understanding of students, ask them:

- Tell some characteristics of plants.
- Why are plants called producers?

**Homework:**

**2mins**

Ask students to learn the topic perfectly

## Worksheet

Q1: Make a list of flowering plants having chlorophyll.

Plants having chlorophyll

Q2: Make a list of flowering plants having no chlorophyll.

Plants having no chlorophyll

Q3: Draw the diagrams of one flowering and one non-flowering plants.

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# Lesson Plan

<b>Grade:</b> Five	<b>Subject:</b> Science	<b>Term:</b> 1 <sup>st</sup>	<b>Time:</b> 40mins
<b>Teacher's Name:</b> _____		<b>Week:</b> 2	<b>Day:</b> 3
<b>Chap 1:</b> Classification of Living Organisms		<b>Topic:</b> Kingdom Animalia	

## Students Learning Outcomes:

At the end of this period, the students will be able to:

- Describe the classification of living organisms and its importance.

## Resource Materials:

Chalk/marker, white/blackboard, flash cards, worksheet, Science Textbook

## Warm-up Activities:

**5mins**

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask them: What do you know about the kingdom Plantae? Ask students to give some examples of plants. Appreciate them for their quick response.

## Teaching and Learning Activities:

**25mins**

- Tell students today they are going to learn about the kingdom Animalia. Tell them it is the largest kingdom.
- Ask students what features do they observe among animals. Take their responses and appreciate them.
- Tell students animals are made up of more than one cell.
- A variety of animals is found on this planet. Some live in water, such as fish, octopus, sea stars and whales. Some fly in the air like birds. Most of them live on land, such as lions, monkeys, snakes, zebras, cats and horses.
- Tell them animals cannot prepare their food. They get their food from other organisms.
- Show students flash cards of different animals.

## Activities 1:

Ask students to name some animals in their surroundings. Encourage them to tell the names of animals from a variety of habitats.

## Review:

**3mins**

Recall different habitats of animals.

## Evaluation:

**5mins**

To check the understanding of students, ask them:

- Tell some characteristics of animals.
- Give some examples of animals.

## Homework:

**2mins**

Ask students to learn the topic, and solve worksheet.

**Grade: Five**

**Subject: Science**

**Term: 1<sup>st</sup>**

**Time: 40mins**

**Teacher's Name:** \_\_\_\_\_

**Week: 2**

**Worksheet**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Read the characteristics and identify the kingdom.**

All multi-celled Organisms  Cannot prepare their food	All multi-celled Organisms  Can prepare their own food	All single-celled Organisms  Not visible with the Naked eye

All multi-celled Organisms  Can prepare their food	All single-celled Organisms  Not visible with the Naked eye

**Write habitat for the following animals.**

Cat \_\_\_\_\_

Cow \_\_\_\_\_

Horse \_\_\_\_\_

Shark \_\_\_\_\_

Frog \_\_\_\_\_

Sparrow \_\_\_\_\_

## Lesson Plan

**Grade:** Five**Subject:** Science**Term:** 1<sup>st</sup>**Time:** 40mins**Teacher's Name:** \_\_\_\_\_**Week:** 2**Day:** 4**Chap 1:** Classification of Organisms**Topic:** Classification of flowering plants

### Students Learning Outcomes:

At the end of this period, the students will be able to:

- Classify the plants into two major groups (dicots and monocots) and give examples of each group.

### Resource Materials:

Chalk/marker, white/blackboard, wallchart, Science textbook

### Warm-up Activities:

**5mins**

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask them: What is the importance of classification? Take their responses.

### Teaching and Learning Activities:

**25mins**

- Write 'Classification of flowering plants' on the board.
- Tell students plants are divided into two groups. Plants that have flowers. Plants that do not have flowers.
- Tell them today they will learn about flowering plants.
- Flowering plants have flowers on them.
- Ask them: Why are flowers pretty? What is the purpose of flowers on plants?
- Tell them flowering plants are divided into two groups, i.e. monocots and dicots.
- The plants having one seed leaf is called monocot while those having two seed leaves are called dicot plant.

### Activities 1:

Arrange students into groups. Give them different pictures of plants and flowers. Ask them to discuss the visible parts and structure of plants. Now ask students to share their knowledge with whole class. Conclude the activity by asking them. What is the first level of classification of plants?

### Review:

**3mins**

Sum up the lesson by telling the main points about the classification of flowering plants. Ask students to open their textbooks at page 6 and read the content.

### Evaluation:

**5mins**

Have students explain what they know about flowering plants.

### Homework:

**2mins**

Ask students to learn the topic.

# Lesson Plan

Grade: Five

Subject: Science

Term: 1<sup>st</sup>

Time: 40mins

Teacher's Name: \_\_\_\_\_

Week: 2

Day: 5

Chap 1: Classification of Living Organisms

Topic: Classification of flowering plants

## Students Learning Outcomes:

At the end of this period, the students will be able to:

- Classify the plants into two major groups (dicots and monocots) and give examples of each group.
- Compare and contrast the structure of a dicot and a monocot plant (with respect to their seeds, leaves and flowers).

## Resource Materials:

Chalk/marker, white/blackboard, Science Textbook

## Warm-up Activities:

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask them students: What are flowering plants? Take their response and appreciate them.

## Teaching and Learning Activities:

25mins

- Tell students today they are going to learn about classification of flowering plants.
- Ask them about flowering plants? Take their responses.
- Tell them flowering plants are divided into monocots and dicots. Show them flash cards of Wheat, Corn, Sugar, Maize by explaining these are monocots as they have one thin seed leaf.
- Similarly show them the flash cards of Pear, Bean and Tomatoes by explaining them as dicots plant.
- Now write comparison on board and make two columns of monocot and dicot. Write differences on board for better learning of students.
- Monocots have fibrous roots that spread in soil to collect water while dicots have taproots.
- Vascular tissues present in the stem distribute water and minerals to the different parts of a plant. They are present in scattered form in monocots while they are arranged in rings in dicots.
- Monocot leaves have parallel venation while dicot leaves have branched venation.
- Monocot seed has one cotyledon while dicot seed has two cotyledons.
- The flowers of monocot plants have petals in multiples of three while flowers of dicot plants have petals in multiples of four and five.
- Tell students they can identify if a plant is a monocot or dicot by looking at these characteristics of plants.



**Activities 1:**

Ask students to open their textbooks at page 7 and solve the activity 1.2. Check their work.

**Review:** **3mins**

Sum up the lesson by telling students the main points about differences in monocot and dicot plants.

**Evaluation:** **5mins**

To check the understanding of students, ask them to write answer of Q3 (iv).

**Homework:** **2mins**

Ask students to learn the topic.