

Lesson Plan

Grade: Five

Subject: Science

Term: 1st

Time: 40mins

Teacher's Name: _____

Week: 3

Day: 1

Chap 1: Classification of Living Things

Topic: Classification of animals

Students Learning Outcomes:

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

- Differentiate between vertebrates and invertebrates based on their characteristics.

Resource Materials:

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

Warm-up Activities:

5mins

- Before beginning the lesson, ask students to say "Tasmiya".
- Ask students: What are the differences between monocots and dicots? Take their responses.

Teaching and learning Activities:

25mins

- Tell students animals are classified on the basis of the presence or absence of the backbone. If animals do not have a backbone, they are called invertebrates. If animals have a backbone, they are called vertebrates.
- Show students a wallchart of animals and point out the differences between vertebrates and invertebrates.
- Tell students about they are larger in size as compared to invertebrates. They are found in a variety of habitats.
- They are present in water, on land and in the air.
- Tell them vertebrates are further divided into five different groups.
- Write the names of groups of vertebrates on the board, i.e fishes, amphibians, reptiles, birds and mammals.
- Show students a wallchart of vertebrate groups.

Activities 1:

Ask students write the names of same vertebrates, that they know them. Check their work.

Review:

3mins

Sum up the lesson by telling students the main points about vertebrates.

Evaluation:

5mins

To check the understanding of students, ask them to solve Q3(ii) in their note books.

Homework:

2mins

Ask Students to learn the topic and solve given worksheets.

Lesson Plan

Grade: Five

Subject: Science

Term: 1st

Time: 40mins

Teacher's Name: _____

Week: 3

Day: 2

Chap 1: Classification of Living Things

Topic: Fishes

Students Learning Outcomes:

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

- Classify vertebrates into fish, amphibians, reptiles, birds and mammals on the basis of their characteristics.

Resource Materials:

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

Warm-up Activities:

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask them: What are vertebrates? Tell the names of groups of vertebrates. Take their responses.

Teaching and learning Activities:

25mins

- Ask students if anyone likes to visit aquarium. Tell them all animals that of this category live in water habitat.
- Tell students fishes are cold-blooded animals as they change their body temperature according to their surrounding environment.
- Fishes have scales on their bodies, which protect them from enemies. They swim in water through fins and a tail. They have gills to breathe in water.
- Salmon, goldfish, tuna and eel are some examples of fishes.
- Show students flash cards of some fishes.

Review:

3mins

Discuss the main points about fishes.

Evaluation:

5mins

To check the understanding of students, ask them:

- What are the characteristics of fishes?
- What are cold-blooded animals?

Homework:

2mins

Ask students to learn the topic.

Worksheet

- Answer the following questions.

Q1. What is the function of fin?

Q2. How does fish swim in water?

Q3. What do you know about tail fin?

Q4. Why are fishes called cold blooded animals?

Tick (✓) the true sentence and cross (✗) the false.

	T	F
• Fish cannot drown.	✓	✗
• Whale is a fish.	✓	✗
• Sailfish is the fastest in the world.	✓	✗
• Rohu is a name of fish.	✓	✗
• Dolphin fish came about from the fish habit of swimming.	✓	✗

Q5. Draw the structure of fish.

Lesson Plan

Grade: Five

Subject: Science

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Time: 40mins

Teacher's Name: _____

Week: 3

Day: 3

Chap 1: Classification of Living Things

Topic: Amphibians

Students Learning Outcomes:

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

- Classify vertebrates into fish, amphibians, reptiles, birds and mammals on the basis of their characteristics.

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 are the characteristics of fish? Tell the names of some fish. Wait for their responses.

Teaching and learning Activities:

25mins

- Tell students today they are going to learn about amphibians.
- Tell students amphibians are cold-blooded animals. They have moist and slippery skin.
- Amphibians have a dual life. They start their lives in water and then move to land when they grow up.
- In water, they breathe through gills. On land, they breathe through their lungs and skin.
- Frogs, toads, salamanders, etc. are some examples of amphibians.
- Show students flash cards of some amphibians.

Activities 1:

Ask students to search the internet for the life cycle of amphibians and paste picture in scrapbook. Check their work.

Review:

3mins

Review the lesson by telling students the main points about amphibians.

Evaluation:

5mins

To check the understanding of students, ask them:

- What are the characteristics of amphibians?

Homework:

2mins

Ask students to learn the topic.

Lesson Plan

Grade: Five

Subject: Science

Term: 1st

Time: 40mins

Teacher's Name: _____

Week: 3

Day: 4

Chap 1: Classification of Living Organisms

Topic: Reptiles

Students Learning Outcomes:

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

- Classify vertebrates into fish, amphibians, reptiles, birds and mammals on the basis of their characteristics.

Resource Materials:

Chalk/marker, white/blackboard, flash cards, worksheet, Science textbook 5

Warm-up Activities:

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students: What are the characteristics of amphibians? Tell the names of some amphibians. Take their responses.

Teaching and learning Activities:

25mins

- Ask students if they have ever observed lizards in their houses. Let them respond.
- Tell them lizards are crawling animals. A lizard is a reptile. Reptiles are cold-blooded animals. They have dry scales on their bodies.
- Reptiles are found in a variety of habitats. They are found in deserts, forests and even in houses.
- Alligators, crocodiles, lizards, snakes, etc. are some examples of reptiles.
- Show students flash cards of some reptiles.

Activities 1:

Ask students to look around and tell the names of reptiles found in their surroundings.

Review:

3mins

Sum up the lesson by telling students the important points about reptiles.

Evaluation:

5mins

To check the understanding of students, ask them:

- What are the characteristics of reptiles?
- Tell the names of some reptiles.

Homework:

2mins

Ask students to learn the topic.

Lesson Plan

Grade: Five	Subject: Science	Term: 1 st	Time: 40mins
Teacher's Name: _____		Week: 3	Day: 5
Chap 1: Classification of Living Organisms		Topic: Birds	

Students Learning Outcomes:

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

- Classify vertebrates into fish, amphibians, reptiles, birds and mammals on the basis of their characteristics.

Resource Materials:

Chalk/marker, white/blackboard, worksheet, Science Textbook 5

Warm-up Activities:

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask students: What are the characteristics of reptiles? Tell the names of some reptiles. Take their responses.

Teaching and learning Activities:

25mins

- Begin the lesson by displaying the photographs of birds before class students. Ask students what do you see in the photographs?
- Tell students birds are warm-blooded animals. Warm-blooded animals cannot change their body temperature according to the surrounding environment. They maintain a constant body temperature.
- Tell them birds have feathers and beaks.
- They do not have teeth. The bones of birds are hollow, which help them in flight.
- Sparrows, ducks, pigeons, vultures are some examples of birds.

Activities 1:

Ask students to look around and tell the names of birds found in their surroundings.

Review:

3mins

Discuss the main features of birds.

Evaluation:

5mins

To check the understanding of students, ask them:

- What are the characteristics of birds?

Homework:

2mins

Ask students to learn the topic and solve the worksheet.

Worksheet

Q1. Write some characteristic features of birds.

Q2. What do you know about aquarium?

Q3. Fill in the blanks by using the word bank.

(Wings, feathers, air, fly, walk, hollow, eggs)

- (i) Birds have _____ to fly.
- (ii) All birds have _____ and _____.
- (iii) Birds can fly in _____.
- (iv) Some birds cannot _____ in _____ like _____.
- (v) Some birds cannot fly but they can _____ such as _____.
- (vi) Birds here _____ bones thus they are _____ iv _____.
- (vii) Birds respire through their _____.
- (viii) _____ birds lay _____.
- (ix) All birds are _____ animals.