

Lesson Plan

Grade: Five	Subject: Science	Term: 1 st	Time: 40mins
Teacher's Name: _____		Week: 4	Day: 1
Chap 1: Classification of Living Things		Topic: Mammals	

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."
- Call random students to the board and ask them to write the names of birds. Appreciate who gives correct answer.

Teaching and learning Activities:

25mins

- Tell students today they are going to learn about mammals.
- Ask students to name some mammals and make a list by writing on board. Add some more points they did not think of.
- Now, ask students if they have ever observed a cow feeding milk to its calf. Let them respond.
- Discuss the features of mammals as: Mammals are warm-blooded animals just like birds.
- They produce milk and feed it to their young ones. Most mammals have hair on their bodies.
- Mice, porcupines, tigers, camels, monkeys, kangaroos and dogs are some examples of mammals.
- Show students flash cards of some mammals.

Activities 1:

Ask them to write which group of vertebrates they like the most and why. Check their work.

Review:

3mins

Sum up the lesson by telling students about mammals.

Evaluation:

5mins

To check the understanding of students, ask them:

- What are the characteristics of mammals?

Homework:

2mins

Ask Students to learn the topic.

Lesson Plan

Grade: Five

Subject: Science

Term: 1st

Time: 40mins

Teacher's Name: _____

Week: 4

Day: 2

Chap 1: Classification of Living Things

Topic: Invertebrates, Sponges

Students Learning Outcomes:

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

- Classify invertebrates into five groups (Sponges, Worms, Insects, Mollusca and Echinoderms) on the basis of their characteristics.

Resource Materials:

Chalk/marker, white/blackboard, flash cards, Science Textbook 5

Warm-up Activities:

5mins

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

Teaching and learning Activities:

25mins

- Tell students today they are going to learn about invertebrates.
- Ask students if they have ever observed different insects. Let them respond.
- Tell them invertebrates are animals without a backbone. They are smaller in size as compared to vertebrates. A variety of invertebrates is present on Earth.
- They are further divided into different groups. The groups of invertebrates are sponges, worms, insects, Mollusca and echinoderms.
- Show students a wallchart of invertebrates.
- Now write 'Sponges' on the board.
- Tell students an important group of invertebrates is sponges. These are the simplest invertebrates and found in salt water and have pores on their bodies.
- They obtain food by filtration.
- Show students flash cards of some sponges.

Review:

3mins

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

Evaluation:

5mins

To check the understanding of students, ask them:

- What are invertebrates?
- What are the characteristics of sponges?

Homework:

2mins

Ask students to learn the topic.

Sponges

Fill in the blanks with correct option.

Use the _____ to clean the white board.

- (a) Speng
- (b) Sponge
- (c) Spinge
- (d) Spike

The sponge belongs to the phylum _____.

- (a) Mollusca
- (b) Nematoda
- (c) Porifera
- (d) Protozoa

A _____ is the simplest kind of invertebrates.

- (a) Millipede
- (b) Sponge
- (c) Roundworm
- (d) Earthworm

One of the simplest kinds of animals is a (an):

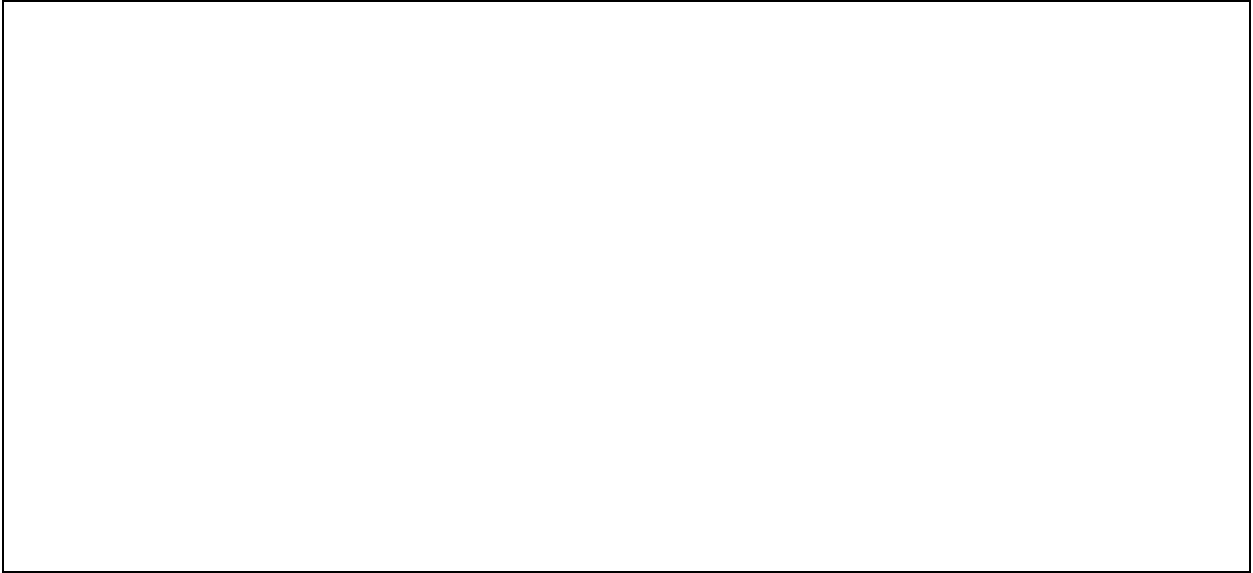
- (a) Arthropod
- (b) Mammal
- (c) Sponge
- (d) Echinoderm

The sponge _____ the water in the sink.

- (a) Forms
- (b) Seals
- (c) Floats
- (d) Bubbles

Worksheet

Q1. Draw the diagram of sponge.



Q2. What happens if one part of sponge is broken?

Q3. Give example of sponge use from daily life.

Lesson Plan

Grade: Five	Subject: Science	Term: 1 st	Time: 40mins
Teacher's Name: _____		Week: 4	Day: 3
Chap 1: Classification of Living Things		Topic: Worms, Insects	

Students Learning Outcomes:

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

- Classify invertebrates into five groups (Sponges, Worms, Insects, Mollusca and Echinoderms) on the basis of their characteristics.

Resource Materials:

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

Teaching & Learning Activities:

Warm-up Activities:

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask them: What do you know about sponges? Tell the names of groups of invertebrates. Wait for their responses.

Teaching and learning Activities:

25mins

- Tell students today they are going to learn about worms and insects.
- Ask students do they know about the "Animals under our feet".
- Discuss "Animals under our feet" are worms and insects and they have no backbone. Ask them what types of insects they observe at their home.
- Tell them worms have soft cylindrical bodies. Some of them live in water and some on land. Some live inside the bodies of animals and harm them.
- Earthworms, sandworms, leeches, etc. are some examples of worms.
- Now tell about 'insects' to the students.
- Tell them insects are the largest group of animals on Earth. There are more insects in one square kilometer area of a village than all human beings on Earth. They have three body parts, i.e., head, thorax and abdomen. Some insects have six legs. Some have more than six legs.
- Centipedes, butterflies, ants, ladybirds, scorpions, etc. are some examples of insects.

Review:

3mins

Retell students the main points about worms and insects.

Evaluation:

5mins

To check the understanding of students, ask them:

- Which is the largest group of animals on Earth?

Homework:

2mins

Ask students to learn the topic and solve the worksheet.

Lesson Plan

Grade: Five

Subject: Science

Term: 1st

Time: 40mins

Teacher's Name: _____

Week: 4

Day: 4

Chap 1: Classification of Living Things

Topic: Mollusca and
echinoderms

Students Learning Outcomes:

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

- Classify invertebrates into five groups (sponges, worms, insects, Mollusca and echinoderms) on the basis of their characteristics.

Resource Materials:

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

Teaching & Learning Activities:

Warm-up Activities:

5mins

- Before beginning the lesson, ask students to say "Tasmiya."
- Ask them: What do you know about insects? Tell the names of some worms. Take their responses.

Teaching and learning Activities:

25mins

- Tell students today they are going to learn about Mollusca and echinoderms.
- Ask them have they ever seen snails in their gardens. Show them pictures of snail, sea-shell and octopus.
- Tell them Mollusca are largest group of marine organisms that have soft body. They live in ponds, oceans or land. They move freely or remain attached to same other organisms.
- Now tell them about echinoderms. They have hard spiny covering of skin. Their bodies have central discs from which arms are grown.
- Show flash cards of sea anemone, brittle star, star fish to the students.

Activities 1:

Divide students into groups. Ask them to prepare an album of vertebrates and invertebrates. Write information about their characteristics.

Review:

3mins

Recall the lesson by telling students the main points about Mollusca and echinoderms.

Evaluation:

5mins

To check the understanding of students, ask them:

- What are the characteristics of snails?
- What are the characteristics of starfish?

Homework:

2mins

Ask students to learn the topic.

Lesson Plan

Grade: Five

Subject: Science

Term: 1st

Time: 40mins

Teacher's Name: _____

Week: 4

Day: 5

Chap 1: Classification of Living Things

Topic: Biodiversity

Students Learning Outcomes:

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

- Analyze some of the factors caused by human which are affecting biodiversity.

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 about classification of invertebrates. Ask students to come on the board and write some of the examples of invertebrates.

Teaching and learning Activities:

25mins

- Tell students today they are going to learn about biodiversity.
- Introduce the word biodiversity which is the measurement of number of different kinds of plants and animals that live in certain area.
- Simply tell them biodiversity means variety of life.
- Tell students as biodiversity is the presence of different species of plants and animals on the earth.
- Discuss with students how biodiversity is important for living beings.
 - (1) It provides food, shelter etc.
 - (2) It provides jobs in fisheries, agriculture and in many other sectors.
 - (3) It maintains an ecosystem.

Review:

3mins

Recall the important points of lesson.

Evaluation:

5mins

To check the understanding of students, ask them about biodiversity.

Homework:

2mins

Revise the classwork.