

**SCIENCE PLAN 2009**  
**FIFTH GRADE**  
**TEXTBOOK: SCOTT FORESMAN SCIENCE 2006**

**FIRST PERIOD: JANUARY 16 - FEBRUARY 8**  
**UNIT A: LIFE SCIENCE**

<p><b><u>WEEK 1</u></b>  <b><u>CHAPTER 1: CLASSIFYING ORGANISMS</u></b></p> <p><b>THEME LAUNCH ACTIVITIES</b></p> <p>LESSON 1 Why do we Classify</p> <ul style="list-style-type: none"> <li>• Reasons to Classify</li> <li>• Classification Systems</li> </ul> <p>LESSON 2 How Do We Classify Vertebrates</p> <ul style="list-style-type: none"> <li>• Vertebrates</li> <li>• Mammals</li> </ul>	<p><b><u>WEEK 2:</u></b>          LESSON 2 How Do We Classify Vertebrates</p> <ul style="list-style-type: none"> <li>• Reptiles and their Life Cycle</li> <li>• Birds and their Life Cycle</li> <li>• Amphibians and their Life Cycle</li> <li>• Fish</li> </ul>
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**WEEK 1: JANUARY 16 – JANUARY 18**

**DAY 1: WEDNESDAY, JANUARY 16**  
**CHAPTER 1: CLASSIFYING ORGANISMS**

**TASK 1:**

**LESSON 1 Why do we Classify**

ACTIVATE PRIOR KNOWLEDGE ACTIVITY—Place several supplies on a table, such as a blue pen, a red crayon, a sheet of bond paper, a pencil, a notebook, and a paper clip. Say: **We can classify these things. We can put the into categories.** Make a three-column chart with the labels: *Things that write. Things you write on. Things to hold other things together.* Ask: Which category does the pen belong to? Where should you put the paper clip? Repeat until all items are classified. Say: **We can divide some categories into smaller groups. Which things write in red? Scientists classify living things into categories and groups. Let’s read how.** Ask students to open their Science Textbooks to pages 6-7.

DISCUSSION PP. 6-7—**Buffalo: What do these animals look like? Do they look more like horses or cows? Why?** Say: Scientists classify every organism and all the system of classification shows how different animals are similar to each other. Now, we will read about why scientists classify. Look at page 7 of your textbook.

**WHY DO WE CLASSIFY POWER POINT PRESENTATION:**

**SLIDES 1 – 6:** students analyze the information on page 7 of their textbooks on the reasons for classifying organisms and answer several questions.

**SLIDES 7 – 12: CLASSIFICATION SYSTEMS**—students read page 8 of their textbook as they discuss the information through these slides.

**SLIDES 13-16: LEVELS OF CLASIFFICATION:** As students continue reading page 8 of the textbook, they discuss the information through these slides.

**DAY 2: THURSDAY, JANUARY 17**  
**CHAPTER 1: CLASSIFYING ORGANISMS**

**TASK 1:**

**LESSON 1 Why do we Classify –review activities**

**WHY DO WE CLASSIFY POWER POINT PRESENTATION**

**SLIDES 17-20:** students copy exercises in their SCIENCE NOTEBOOK and solve them as a graded task.

**SCIENCE WORDSEARCH—**photocopy and pass out for students to complete in class as a graded task to review terms of kingdoms and seven levels of classification.

**Time: 40 minutes**

**DAY 3: FRIDAY, JANUARY 18**

**TASK 1: LESSON 1 Why do we Classify –lesson quiz**

photocopy and pass out for students to complete as a quiz.

Time: 15 minutes

**TASK 2:**

LESSON 2 How Do We Classify ANIMALS

- Vertebrates

**HOW DO WE CLASSIFY ANIMAL-VERTEBRATES POWER POINT**

**PRESENTATION:**

**SLIDES 1-3:** Students read text p. 10 and list three characteristics of animals.

**SLIDES 4 – 19:** Students continue reading text page 10-11 to learn about the characteristics of mammals. Then they take an interactive quiz to see how much they know about them.

Time: 25 minutes