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DepED
DEPARTMENT OF EDUCATION

Worksheet for Science

Quarter 2

Week 6

Worksheet for Science Grade 5
Quarter 2: Week 6
SY 2023-2024

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LEARNING ACTIVITY SHEET

Learning Area:	Science 5	**Quarter:**	2nd Quarter
Lesson No.:	1	**Date:**	
Lesson Title/ Topic:	**Mode of Reproduction**		
Name:		**Grade & Section:**	

Day 2 – Week 6

I. Activity 1. Hatchlings vs. Newborns: Classifying Animals by Reproduction (10 minutes)

II. Objectives:

At the end of the activity, the learners are expected to:

- classify animals based on their mode of reproduction.

II. Materials:

- Worksheet
- Markers or pens
- List of animals (including mammals, birds, reptiles, fish)

III. Instructions

A. Fill out the table below. Look for the name of the young of each animal and identify if they are hatch from eggs or born alive.

Animals	Young	Hatch from Eggs or Born Alive (Oviparous or Viviparous)
1. Lion		
2. Carabao		
3. Komodo Dragon		
4. Kangaroo		
5. Butterfly		
6. Dolphin		
7. Pig		
8. Salamander		
9. Salmon		
10. Duck		

Guide Questions:

1. What are some other animals you know that are oviparous?

_____

2. What are some other animals you know that are viviparous?

_____

3. What do you think are the challenges or problems faced by animals that lay eggs and animals that give birth to live young?

Learning Area:	Science 5	**Quarter:**	2nd Quarter
Lesson No.:	1	**Date:**	
Lesson Title/ Topic:	**Mode of Reproduction**		
Name:		**Grade & Section:**	

I. Activity 2. Community Creatures: Hatchlings or Newborns?

II. Objectives:

At the end of the activity, the learners are expected to:

- identify common animal species in their community and determine their mode of reproduction (oviparous or viviparous).

II. Materials:

- Worksheet
- Markers or pens

III. Instructions

1. Take a moment to think about the different animals you see or hear around your neighborhood, backyard, or local park.
2. Fill out the table below. In the first column, list down five oviparous animals and in the second column, list down five viviparous animals.

Oviparous Animals	Viviparous Animals

Answer the following questions below the chart:

1. Were there any animals you weren't sure about? How could you find out more about their reproduction?

_____

_____

_____

2. Did you notice any patterns in the types of reproduction used by different groups of animals?

_____
_____
_____

Bonus Activity: (Optional, 10 minutes) * On the back of this worksheet, draw a simple picture of your community and illustrate some of the animals you listed. You can color them based on their reproduction (oviparous - blue, viviparous - green).

IV. Synthesis/Extended Practice/Differentiation (if needed):

Synthesis:

- The teacher will summarize what learners have learned about the mode of reproduction for animals.

  Answer:
  In your own words, compose a short paragraph on the mode of reproduction for each group of animals (mammals, reptiles, amphibians, birds & fishes).

  _____
  _____
  _____
  _____

LEARNING ACTIVITY SHEET

Learning Area:	Science 5	**Quarter:**	2nd Quarter
Lesson No.:	2	**Date:**	
Lesson Title/ Topic:	**Life Cycle of Mammals and Birds**		
Name:		**Grade & Section:**	

Day 3 – Week 6
I. Activity 3. Life Cycle of Mammals and Birds

II. Objectives:

At the end of the activity, the learners are expected to:

- be familiar with the terms related to the life cycles of birds and mammals
- sequence the stages in an organism's life cycle
- demonstrate comprehension of the basic stages in the life cycle of a cow, including birth, growth, and maturity

III. Materials:

- Worksheet
- Markers or pens

IV. Instructions

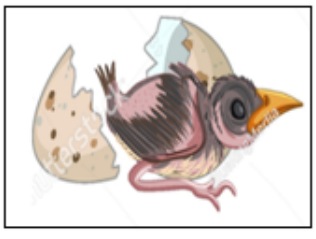
1. Look for the words related to the life cycles of birds and mammals in the grid below.
2. Words may appear horizontally, vertically, or diagonally in any direction.
3. Use the word bank provided to help you find the words.
4. Encircle each word as you find it.
5. Once you have found all the words, review your work to ensure you haven't missed any.

Egg	hatchling	adult	incubation	Birth
Parent	incubation	adolescent	life cycle	reproduction

O L A F J B R P U I N
B C Q D I N O V H N O
X N N R U L U H U C I
H A T C H L I N G U T
Q H G C N X T F F B A
U U G D B W Z H E A B
A D O L E S C E N T U
T N E R A P Y T C I C
N E G I Z N C I K O N
B G J J F W L B T N I
E W G R S H E X O Y L

B. Arrange the stages in the correct order from the beginning of the life cycle of a tree sparrow






_____ _____ _____ _____

Answer the following questions:
1. What did you find most interesting about the life cycle of a tree sparrow?

_____
_____
_____
_____
_____
_____

2. Why is each stage important for the development of the bird?

_____
_____
_____
_____
_____
_____

C. Use the word bank to fill in the missing terms in a passage about the life cycle of a cow.

The life cycle of a cow begins with its _____ after a _____period of about nine months. The newborn _____ drinks _____from its mother, which helps it grow strong.

As the calf grows, it starts to eat solid food. This process is called _____. After growing, the young cow, now a _____, continues to grow until it becomes an _____. At this stage, the cow can have its own calves.

Cows are cared for by a _____ who ensures they have food and shelter.

Word Bank

birth	calf	growing	gestation
adult	milk	farmer	young

V. Synthesis/Extended Practice/Differentiation (if needed):

Synthesis

Life Cycle Timeline Project:

1. Think of a specific mammal or bird species that you found interesting.
2. Conduct research on that species, focusing on its life cycle stages, behaviors, and adaptations.
3. Create a timeline illustrating its life cycle. The timeline should include key stages such as birth, infancy, juvenile, adulthood, and any other relevant milestones.
4. You may use poster boards, digital presentation software, or online timeline tools to create their timelines.
5. Include illustrations or photographs representing each stage of the life cycle. Beneath each illustration, students should provide a brief description or explanation of the stage, highlighting key characteristics or behaviors.
6. Be creative in the design and presentation of the timelines. You can use color coding, symbols, or icons to distinguish between different stages and events. Also, use clear and legible handwriting or text for descriptions to ensure clarity.

Rubrics for Life Cycle Timeline Project

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Improvement (1)
Research and Content	Thorough research with comprehensive and accurate content.	Good research with mostly accurate content.	Basic research with some inaccuracies or missing details.	Incomplete research with significant inaccuracies.
Timeline Accuracy	All stages are correctly sequenced and clearly labeled.	Most stages are correctly sequenced and labeled.	Some stages are out of order or poorly labeled.	Many stages are out of order or not labeled.
Illustrations and Visuals	High-quality illustrations or photos; very relevant and clear.	Good quality illustrations or photos; mostly relevant.	Average quality illustrations or photos; somewhat relevant.	Poor quality or missing illustrations/ photos; irrelevant.
Descriptions and Explanations	Detailed and clear descriptions for each stage.	Clear descriptions but lacking some detail.	Basic descriptions with minimal detail.	Incomplete or unclear descriptions.
Creativity and Presentation	Highly creative and engaging; neat and well-organized.	Creative and engaging; mostly neat and organized.	Some creativity; somewhat organized but could be neater.	Lacks creativity; poorly organized and difficult to follow.
Participation and Collaboration	(if applicable) Actively participated and collaborated well.	Participated and collaborated with minor issues.	Limited participation or collaboration issues.	Did not participate or collaborate effectively.

LEARNING ACTIVITY SHEET

Learning Area:	Science 5	**Quarter:**	2nd Quarter
Lesson No.:	3	**Date:**	
Lesson Title/ Topic:	**Life Cycle of a Plant**		
Name:		**Grade & Section:**	

Day 4 – Week 6

I. Activity 4. Planting a Seed: A Hands-On Activity

II. Objectives:

At the end of the activity, the learners are expected to:

- demonstrate the proper steps for planting a seed in a pot.
- explain the importance of providing sunlight and water for seed germination.
- observe and record changes in a growing plant.

II. Materials:

- Small pots or planting cups
- Potting soil
- Seeds (e.g., sunflower, bean, or any fast-growing plant)

- Watering can or spray bottle
- Labels and markers
- Worksheets for recording observations

III. Instructions:

1. Wait for your teacher to distribute the small pots or planting cups.
2. Get enough potting soil to fill the pot about three-quarters full.
3. Get a few seeds of the chosen plant.
4. Make a small hole in the soil with your finger (about 1 inch deep). Then place a seed in the hole and gently cover it with soil.
5. Gently water their seeds using a watering can or spray bottle. The soil should be moist but not waterlogged.
6. Label the pots by writing your name and the type of seed you planted
7. Place the pots in a sunny spot. Avoid direct afternoon sun, which can dry out the soil quickly.
8. Record your observations.
9. Note the date you planted the seed and regularly record changes you observe, such as the first signs of germination, the appearance of leaves, and growth in height.
10. You may draw pictures of their plants as they grow or use the camera of your phone in documenting the growth of the plants.
11. Write your observations in the table below.

Date	Observation	Drawing
Planting Day	Planted the seed in soil	
Day 3		
Day 7		
Day 10		
Day 14		
Day 21		

12. Answer the following questions:

a. What changes did you observe in your plant over time?

_____

_____

_____

_____

_____

b. How did the seed change as it germinated and grew into a seedling?

_____

_____

_____

c. What did you find surprising or interesting about the process?

V. Synthesis/Extended Practice/Differentiation (if needed):
Synthesis

Write a short reflection on what you have learned about the plant life cycle
You may consider questions such as:

- Why is each stage important for the plant's life cycle?
- How do environmental factors like sunlight and water affect each stage?
- What did you learn about the needs of plants?