

5

# Worksheet for Science

Quarter 2

Week 5

**Worksheet for Science Grade 5**  
**Quarter 2: Week 5**  
**Lesson 1 – Day 2 & 3**  
**SY 2023-2024**

This material is intended exclusively for the use of teachers participating in the pilot implementation of the MATATAG K to 10 Curriculum during the School Year 2023-2024. It aims to assist in delivering the curriculum content, standards, and lesson competencies. Any unauthorized reproduction, distribution, modification, or utilization of this material beyond the designated scope is strictly prohibited and may result in appropriate legal actions and disciplinary measures.

Borrowed content included in this material are owned by their respective copyright holders. Every effort has been made to locate and obtain permission to use these materials from their respective copyright owners. The publisher and development team do not represent nor claim ownership over them.

**Development Team**

**Writers:**

**Validators: Dominador D. Mangao and Marie Grace S. Cabansag**

**Illustrator:**

**Layout Artist:**

**Management Team**

Juan Dela Cruz, Juan Dela Cruz, and Juan Dela Cruz

Every care has been taken to ensure the accuracy of the information provided in this material. For inquiries or feedback, please write or call the Office of the Director of the Bureau of Learning Resources via telephone numbers (02) 8634-1072 and 8631-6922 or by email at [blr.od@deped.gov.ph](mailto:blr.od@deped.gov.ph).

**LEARNING ACTIVITY SHEET**

|                             |                                                                           |                             |             |
|-----------------------------|---------------------------------------------------------------------------|-----------------------------|-------------|
| <b>Learning Area:</b>       | Science 5                                                                 | <b>Quarter:</b>             | 2nd Quarter |
| <b>Lesson No.:</b>          | 1                                                                         | <b>Date:</b>                |             |
| <b>Lesson Title/ Topic:</b> | <b>Classification of Living Things<br/>(Animals, Fungi, and Bacteria)</b> |                             |             |
| <b>Name:</b>                |                                                                           | <b>Grade &amp; Section:</b> |             |

**Day 2 – Week 5****I. Activity No. 1: Semantic feature analysis (60 minutes)****II. Objective(s):**

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

- identify key characteristics of various groups of animals, including mammals, reptile, insect, bird, fish, and amphibian;
- describe the key characteristics of different groups of animals; and
- explain the importance of biological classification.

**III. Materials Needed:**

- Semantic feature analysis matrix

**IV. Instructions:****Introduction (5 minutes):**

- In this activity, your teacher will ask you to fill in the matrix by indicating whether each group possesses each feature. Use symbol "/" for present.
- **Filling in the matrix: Semantic feature analysis (20 minutes)**

| Classification of animals | Key features |               |              |              |                   |              |
|---------------------------|--------------|---------------|--------------|--------------|-------------------|--------------|
|                           | Vertebrates  | Invertebrates | Warm-blooded | Cold-blooded | With jointed legs | Without legs |
| Insect                    |              |               |              |              |                   |              |
| Fish                      |              |               |              |              |                   |              |
| Amphibian                 |              |               |              |              |                   |              |
| Bird                      |              |               |              |              |                   |              |
| Reptile                   |              |               |              |              |                   |              |
| Mammal                    |              |               |              |              |                   |              |

**Small group discussion (25 minutes):**

Learners will answer the following questions:

1. Based on the semantic feature analysis matrix, what patterns and relationships do you observe about the characteristics of different groups of living things?
2. Can you highlight which features are shared among multiple groups and which features are unique to specific groups?"

**Key Answer:**

| Classification of animals | Key features |               |              |              |                   |              |
|---------------------------|--------------|---------------|--------------|--------------|-------------------|--------------|
|                           | Vertebrates  | Invertebrates | Warm-blooded | Cold-blooded | With jointed legs | Without legs |
| Insect                    |              | /             |              |              | /                 | /            |
| Fish                      | /            |               |              | /            |                   | /            |
| Amphibian                 | /            |               |              | /            |                   |              |
| Bird                      | /            |               | /            |              |                   |              |
| Reptile                   | /            |               |              | /            |                   |              |
| Mammal                    | /            |               | /            |              |                   |              |

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

Answer the question: *What is the major classification of animals, and how are they being classified?*

---



---



---



---



---

**Extended Practice:**

- You will receive homework from your teacher asking you to search on the internet for two representative samples for mammals, reptiles, insects, birds, fish, and amphibians, along with their brief descriptions.

**LEARNING ACTIVITY SHEET**

|                             |                                                                           |                             |             |
|-----------------------------|---------------------------------------------------------------------------|-----------------------------|-------------|
| <b>Learning Area:</b>       | Science 4                                                                 | <b>Quarter:</b>             | 2nd Quarter |
| <b>Lesson No.:</b>          | 1                                                                         | <b>Date:</b>                |             |
| <b>Lesson Title/ Topic:</b> | <b>Classification of Living Things<br/>(Animals, Fungi, and Bacteria)</b> |                             |             |
| <b>Name:</b>                |                                                                           | <b>Grade &amp; Section:</b> |             |

**Day 4 – Week 5****I. Activity No. 2: Anticipation guide (60 minutes)****II. Objective(s):**

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

- respond to statements regarding fungi and bacteria; and
- identify important concepts relating to fungi and bacteria.

**III. Materials Needed:**

- Anticipation guide hand-out

**IV. Instructions:****Introduction (5 minutes)**

- You have to read the given statements and mark whether you agree or disagree in the "Before Lesson" column. You need to think about what you already know about fungi and bacteria. After the lesson, you are going to review the statements again and mark whether you agree or disagree in the "After Lesson" column.
- You are also to reflect on what you have learned and write brief notes in the "Reflection" column about why your thinking changed or was reinforced.

**Filling in the Anticipation guide (30 minutes)**

| Before Lesson<br>(Agree/Disagree) | Statement                                                     | After Lesson<br>(Agree/Disagree) | Reflection (What did you learn?) |
|-----------------------------------|---------------------------------------------------------------|----------------------------------|----------------------------------|
|                                   | 1. All fungi are harmful to humans.                           |                                  |                                  |
|                                   | 2. Bacteria are only found in dirty places.                   |                                  |                                  |
|                                   | 3. Mushrooms are a type of fungus.                            |                                  |                                  |
|                                   | 4. Fungi can help decompose dead plants and animals.          |                                  |                                  |
|                                   | 5. Bacteria are always bad for our health.                    |                                  |                                  |
|                                   | 6. Yeast, which is used in baking, is a type of fungus.       |                                  |                                  |
|                                   | 7. There are more bacteria in our mouth than people on Earth. |                                  |                                  |
|                                   | 8. We can see bacteria with the naked eye.                    |                                  |                                  |
|                                   | 9. Some bacteria are used to make medicines.                  |                                  |                                  |
|                                   | 10. Molds are a type of bacteria.                             |                                  |                                  |

**Small group discussion (25 minutes):**

Learners will answer the following questions:

1. What new information did you learn about fungi and bacteria during the activity?
2. Are there any misconceptions you had about fungi and bacteria that were clarified during the lesson?

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

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

**Synthesis:**

Answer the question: *What key concepts about fungi and bacteria did you learn?*

---



---



---

**Extended Practice:**

- To extend the learning, the teacher may assign learners to do research on the following:
  - importance of fungi and bacteria in various contexts, including their ecological roles and applications in human life.