

## DETAILED LESSON PLAN IN SCIENCE 8

Learning Competency: *Classify organisms using the hierarchical taxonomic system.*

### I. OBJECTIVES

At the end of the lesson, the students are expected to:

- identify the classification of organism using hierarchical taxonomic system;
- explain the need for classification of organisms through hierarchical taxonomic system;
- create their own lists of fictional organisms following the hierarchical taxonomic system.

### II. SUBJECT MATTER

Topic: Hierarchical Taxonomic System of Classification of Organisms

Reference: DepEd Science Grade 8 Learner's Module; Rabago, Lillian M.

(2014). K to 12 Worktext 8 Science and Technology. Vibal Group, Inc. 1253 G. Araneta Ave., Quezon City

Materials: Manila Paper, Marker and Coloring Materials, Pictures of the animals and plants seen on the communities

Values Integration: Appreciation of classifying organisms using hierarchical taxonomic system.

Process Skills: Observing, Classifying/Naming, Communicating and Interpreting Data

### III. PROCEDURE

Teacher's Activity	Learner's Activity
A. Routinary Activities (5 minutes) 1. Prayer May I request Josiah to lead the prayer?	Yes ma'am  Father god. Come be with us today. Fill our hearts with joy, our minds with learning, our classrooms with peace, our

<p>2. Greetings Good morning, class!</p> <p>3. Checking of Attendance Who is absent today? Okay, complete attendance. Very good class.</p> <p>4. Review of the previous lesson Last day, we tackled about biodiversity. Can somebody tell me what is biodiversity?</p> <p>Yes, Reniella, what is biodiversity?</p> <p>Okay, very good! As Reniella mentioned, biodiversity has three levels, may I call on Erin to tell us what are those three levels of biodiversity that we already discussed and kindly define those three levels of biodiversity?</p> <p>Very Good</p> <p>B. Motivation (5 minutes)</p>	<p>lessons with fun, our friendships with kindness, and our school with love. Amen</p> <p>Good morning ma'am</p> <p>None ma'am</p> <p>Thank you, ma'am,</p> <p>Reniella raises her hand</p> <p>Biodiversity is the variability among living organisms from all sources and biodiversity has three levels.</p> <p>Okay ma'am. The three levels of biodiversity are ecosystem, genetic, and species diversity. Ecosystem diversity refers to the different kinds of places where organisms live and the interconnections that bind these organisms together. While the genetic diversity refers to the genetic information that organisms contain. Lastly, species diversity is the large number and different kinds, shapes, colors and sizes of organisms that inhabit the Earth.</p>
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The teacher will show a symbols and its counterpart letters, then let the students guess what are the those words in 2 minutes.

€	™	±	π	π	Ω	∞	£	▲	♣

×	®	♣	±	▲	£	π	¥

- A= ±
- B= °
- C=€
- D=⌘
- E=■
- F=Ω
- G=♣
- H=♥
- I=£
- J=≥
- K=∥
- L=™
- M=¥
- N=▲
- O=×
- P=⊙
- Q=ξ
- R=®
- S=π
- T=æ
- U=ũ
- V=▣
- W=⊛
- X=ε
- Y=♯
- Z=⌚

After giving an ample to think, the teacher will ask two students to go to the board to answer

Okay class, who would like to answer the first box with symbols?

Jonah raises her hand.

Oh okay, Jonah go to the board and answer it.

€	™	±	π	π	Ω	∞	£	▲	♣
C	L	A	S	S	F	Y	I	N	G

What about the second box, who would like to volunteer?

×	®	♣	±	▲	£	π	¥
O	R	G	A	N	I	S	M

Okay Mario, answer the second box

So now, Jonah and Mario already have an answers and now our topic for today is all about classifying organism using hierarchical taxonomic system of organisms.

### C. Lesson Proper (40 minutes)

#### 1. Activity

(The teacher will show some pictures in front)

Look and observe the pictures in front, what are the pictures show?

Can you name these animals?

Having said that let us perform the activity “What’s in a name?”

(The teacher then groups the class with five members. Details of the activity sheet is shown below.)

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Grade & Section: \_\_\_\_\_ Score: \_\_\_\_\_

#### **Activity 1: What’s in a name?**

Materials:

Pictures of different organisms

Marker

Coloring Materials

Manila Paper

Procedure:

1. Get pictures from the teacher
2. With your group, discuss how each of these organisms is called in your community. Accept any name which your groupmates will give for an organism. If you know other names by which an organism is called in another place, include them. Write them on your chart.

(While the students are doing the activity, the teacher is which an organism is called in another place, include them. Write them on your chart.

3. Be ready when the teacher asks to present your work.

Mario raises his hand

Animals and Plants ma’am

Yes

Students will post their chart after the activity in the board for discussion.

facilitating)

Are there organisms that others gave the same name to as your group did? Give examples.

Are there organisms that others gave a different name to as your group did? What are these organisms?

What can you say about your knowledge of the organisms before the other groups' presentations and discussion?

## 2. Analysis

The teacher will let the student analyze the sample classification of organisms in the table.

Category	Domesticated Cat	Dog	Bangus	Wolf	Lion
Kingdom	Animalia	Animalia	Animalia	Animalia	Animalia
Phylum	Chordata	Chordata	Chordata	Chordata	Chordata
Class	Mammalia	Mammalia	Actinopterygii	Mammalia	Mammalia
Order	Carnivora	Carnivora	Gonorynchiformis	Carnivora	Carnivora
Family	Felidae	Canidae	Canidae	Canidae	Felidae
Genus	Felis	Canis	Chanos	Canis	Panthera
Species	<i>catus</i>	<i>familiaris</i>	<i>chanos</i>	<i>lupus</i>	<i>leo</i>
Scientific Name	<i>Felis catus</i>	<i>Canis familiaris</i>	<i>Chanos chanos</i>	<i>Canis lupus</i>	<i>Panthera leo</i>

Then the teacher will ask the following questions:

- How many names does the organism have?
- These are what we called local and common names of organism?
- Why do you think we need to name organism?
- Let us analyzed the sample classification of organism.
- Which organisms in Table above are similar up to the Order category?
- Which organisms are most closely related? Why do

(the answer of the students depend on the answers they put in their chart)

I only know the organisms name Filipino Bisaya and English.

It has many names depending on places.

For people to easily identify an organism.

Domesticated Cat, Dog, Wolf and Lion

Dog and wolf, because they fall on the

you say so?

• Can a dog and a wolf produce fertile offspring?  
Explain your answer.

• Examine the row for species in Table above. What have you noticed?

### 3. Abstraction

The teacher will show a powerpoint presentation about the topic. Details of the powerpoint presentation are shown below.

**Domain:** All life is split into three domains.

**Kingdom:** Each domain is divided into kingdoms.

**Phylum:** Each phyla is divided into classes.

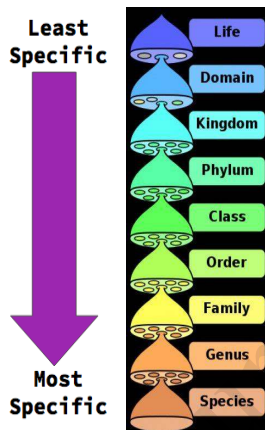
**Class:** Each class is divided into orders.

**Order:** Each order is divided into families.

**Family:** Each family is divided into genera.

**Genus:** Each genus is divided into species.

**Species:** One specific organism!



• What is the binomial name of the gorilla?

**Kingdom: Animalia**

**Phylum: Chordata**

**Class: Mammalia**

**Order: Primates**

**Family: Pongidae**

**Genus: Gorilla**

**Species: gorilla**



### 4. Application

Direction: in a 1/4 sheet of paper answer the following.

1. Give the seven categories in classifying organism.
2. In what categories does the scientific name come from?

#### IV. EVALUATION (10 minutes)

Essay. Explain the need for classification of organisms

same category from Kingdom category to genus category.

Yes, because they almost similar.

Its first letter is written in small letter and all the letters are italicized.

Kingdom, Phylum, Class, Order, Family, Genus, Species

The name of the organism's genus and the name of its species.

through hierarchical taxonomic system

Rubric for essay



Areas of Assessment	4	3	2	1
<b>Ideas</b>	Presents ideas in an original manner	Presents ideas in a consistent manner	Ideas are too general	Ideas are vague or unclear
<b>Organization</b>	Strong and organized beg/mid/end	Organized beg/mid/end	Some organization; attempt at a beg/mid/end	No organization; lack beg/mid/end
<b>Understanding</b>	Writing shows strong understanding	Writing shows a clear understanding	Writing shows adequate understanding	Writing shows little understanding
<b>Word Choice</b>	Sophisticated use of nouns and verbs make the essay very informative	Nouns and verbs make essay informative	Needs more nouns and verbs	Little or no use of nouns and verbs
<b>Sentence Structure</b>	Sentence structure enhances meaning; flows throughout the piece	Sentence structure is evident; sentences mostly flow	Sentence structure is limited; sentences need to flow	No sense of sentence structure or flow
<b>Mechanics</b>	Few (if any) errors	Few errors	Several errors	Numerous errors

**IV. ASSIGNMENT:**

Direction: In a 1/2 crosswise sheet of paper, answer the following questions.

- What are the three-domain utilized by scientist to classify all organism? Then give the kingdom under in this domain?

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BSED- SCIENCE STUDENT

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