GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	V
	Teacher:	Credit to the author of this file	Learning Area:	SCIENCE
	Teaching Dates and Time:	DECEMBER 12-16, 2022 (WEEK 6)	Quarter:	2ND QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I.OBJECTIVES					
A.Content Standards	The learners demonstrate understanding on how plants reproduce				
B.Performance Standards	The learners should be able to illustrate the reproductive parts of a flowering plants				
C.Learning Competencies/Objectives	Identify the reproductive parts in a flowering plants S5LT-IIf-6	Describe the function of the reproductive parts of a flowering plants. S5LT-IIf-6	Identify the reproductive parts of a spore bearing plants. Describe the life cycle of a fern S5LT-IIf-6	Identify the reproductive parts of cone-bearing plants. Describe the life cycle of conifer. S5LT-IIf-6	Illustrate the reproductive parts in flowering and non-flowering plants S5LT-IIf-6
II.CONTENT	Reproductive Parts in Flowering Plants	Reproductive Parts of the Flowering Plants	Reproductive Parts in Spore – bearing Plants	Reproductive Parts in Cone-bearing Plants	Different Parts of Reproductive Parts
III.LEARNING RESOURCES					
A.References					
1.Teacher's Guide pages	CG p.	CG p.	CG p.	CG p.	CG p.
2.Learners's Materials pages					
3.Textbook pages	Science and Health IV p.	Science and Health IV p.	Science Centrum p.	Science Centrum p.	Science IV p.
4.Additional materials from learning resource (LR) portal	LRMDS – Project EASE Biology pp.11-14 http;/leavingbio.net/thestructureandfunctionsofflowers	LRMDS – Project EASE Biology pp.11-14 http;/leavingbio.net/thestructureandfunctionsofflowers http://www.youtube.com/watch?V=7G9Jozhr	http://www.youtube.com/watch?V=7G9Jozhr		
B.Other Learning Resource	powerpoint presentation, pictures, charts, real flower, razor blade, magnifying glass	Video clippings, pictures, charts, activity cards	Video clippings, pictures, charts, activity, cards,real plants	Video clippings, pictures, charts, activity, cards	pictures, illustration of flowering and non-flowering plants, pencil crayon, bond paper and other art materials
IV.PROCEDURES					
A.Reviewing previous lesson or presenting the new lesson	Through power point presentation: Look at these vertebrates and find out how they reproduce .Write **A** on the blank if the baby animal is born alive and write **E** if it is hatched from eggs _____1. horse _____2. pigeon _____3. frog _____4. crocodile _____5. carabao	Game: Group the class into four. Give the activity sheet with picture of flowers. Write the name of the parts of the flower on the space provided for. The first group to finish will be the winner.	Game: "Passing the Box" Pupils will pass the box as they sing " Bubuka ang Bulaklak". when the music stops the one who is holding the box will get a cartolina strip reads and answers what is described there	Give the correct answer 1. _____ Small brown dots or patches found undersides of fern leaves 2. _____ reproductive structures 3. _____ Leaves grow from rhizomes 4. _____Plants with feather-like leaves 5. _____ heart-shaped plants formed from spores germination	Group Activity Pupils will be grouped into three. Each group will be given pictures of flowering and non-flowering plants. They are going to label the different reproduction parts Group 1- label the reproductive parts of a gumamela flower Group 2. Label the parts of Life Cycle of fern

					Group 3. Label the parts of Life cycle of Conifer
B.Establishing a purpose for the lesson	In your grade 4 Science you have learned the different kinds of plants. Now we will study more about plants. Look at the flower you brought. What is the most attractive part that you see? What do you call this part? Well, generally speaking these are petals that are most attractive of all floral parts, purposely to attract insects. The flower is the reproductive organ of a plant that produces the egg and sperm. Let us now examine the floral part and find out the different reproductive organs of the flower	Complete flowers are made up of the same basic parts. What do you know about the basic parts of a flower? What do you want to know more about them? Fill up the KWL chart	Many plants have flowers that help them to make seeds in order to reproduce. However, some plants do not use flowers to reproduce. These plants are called non-flowering plants. What do you think is their reproductive part? Let's find out	(Show a picture of a pine tree) What comes out on your mind when you see this tree? Can you see any flowers in the tree? This is another example of non-flowering plant. It has no spores also. Can you imagine how this plant reproduces? What are the reproductive parts /organs of this kind of plant? We will find out from the video that we are going to watch today	Look closely at the details of different pictures/illustrations of flowering and non-flowering plants. Can you draw it?
C.Presenting Examples/ instances of the new lesson	A. Grouping of the pupils B. Setting the norms/standards of the activity C. Activity Proper " Its Blooming to Make More !" I. Problem: What are the parts of the reproductive organs of the flower II. Materials: gumamela flower, magnifying glass, cutter or blade III. Procedures: 1. Bring out the materials assigned to you. 2. Observe the gumamela flower carefully. Identify the external parts. Gently pull out the petals to expose the male and female parts of the flower. 3. Locate the female and male parts of the flower. 4. Observe the stamen that consists of the filament and the anther. Use a magnifying glass to look for pollen grains.	A. Grouping of the pupils B. Setting the standards of the activity C. Activity Proper "How it Works**"** I. Problem: What are the functions of the different parts of a flower? II. Materials: illustration of the flower parts III. Procedures: 1. Examine the illustration of the parts of the flower . B. Using the illustration, fill up the table with the necessary data. Describe the functions of the reproductive parts of the flower. Guided Questions: 1. Which are the reproductive parts of the flower? 2. Where are the pollen grains found? 3. What is the function of pollen grains?	A. Grouping of the pupils B. Setting the norms/standards of the activity Teacher leads discussion about appropriate behaviors and safety precautions a. Personal safety b. Safety of others c. Care and respect for the environment. C. Activity Proper " A Trip to the Garden " I. Problem: What is the reproductive part of spore-bearing plants? II. Materials: live fern plant, pen and paper III. Procedures: 1. Bring pupils to the school garden. 2. Instruct them to go in pairs. 3. Look for a non-flowering plant like fern. 4. Observe the appearance and body parts. Examine closely the leaves of the plants. Note down the structures observed from the plants. (They can even	1. Set the objectives in the watching the video. * Pupils will discover the reproductive parts of cone- bearing plants And the life cycle of conifer. https://www.**youtube**.com/watch?v=2gWEgrMwMe0 2. Setting the norms/standards of the activity (Standards when viewing) 3. Pupils will be divided into small groups (4 or 5) to answer the guide questions (COLLABORATIVE WORK) Guide questions: 1. What non-flowering plant did you see in the video?_____ 2. How is this plant called? _____ 3. What are conifers?_____ 4. Where can female cone be found?_____ 5. Where can male cone be found? _____ 6. What are the stages in the life cycle of conifer? _____	A. Setting the standards of the activity (Illustration will be done individually, but the leader will pick among the three pictures which diagram to be drawn) Remind the pupils of the cleanliness while doing their work. B. Activity Proper

	5. Observe the pistil that consists of the stigma, the style, and the ovary. 6.Look closely at the ovary located at the base of the pistil. With a blade or knife, cut the ovary horizontally. Observe what are found inside it. IV. Use the illustration as your guide in answering the following Questions 1.What are the external parts of the flower?_____ 2.What flower part is labeled B? _____. 3.What flower part is labeled C? _____ 4.Which are the reproductive parts of the flower? _____	5. Which part of the flower becomes seed? 6. Which part receives the pollen during fertilization? 7. What holds the anther?	bring camera with them and take photos of the plants.) 5. Teacher can introduce the word **spores** and further explain about it. Life cycle of the fern can also be tackled during the field observation. 6. Throughout the field observation, observe and give specific feedback relevant to what the pupils are expected to do. 7. When the pupils are finished tell them to leave the area without picking any specie or live plants. Guide questions: 1. What non- flowering plants did you observe in the garden?_____ 2. What structure did you see in ferns?_____ 3. Where did you find them? _____ 4. How will you describe spores? _____ 5. Why is life cycle of ferns different from most of the plants?_____		
D.Discussing new concepts and practicing new skills #1	A. Group reporting and presentation of outputs. B. Analysis and Discussion. a. What are the parts of the flower? b. What are the female reproductive parts? c. What are the male reproductive parts	A. Group reporting and presentation of outputs. B. Analysis and Discussion. a. What are the reproductive parts of the flower? b. What is the role of each reproductive part?	A. Group reporting and presentation of output. B. Analysis and Discussion a. What is the reproductive part of a spore- bearing plant? b. How does it look like? c. What happens during the life cycle of fern? Explain briefly.	A. Group reporting and presentation of outputs. B. Analysis and Discussion. a. What are the reproductive parts of a pine tree? b. What happen during the pollination process? c. What happen during the fertilization process? (More questions to be asked by the teacher for further clarification of the lesson. Diagram of conifer life cycle can also be used)	A. Presentation of output. B. Analysis and Discussion What can you say about the activity? How did you feel while doing this?
E.Discussing new concepts and practicing new skills #2	What is the most important role of the flower to the plant? Explainyour answer.	Presenting video clip about the functions of the reproductive parts of flowering plants	Look at the diagram, how will you describe the ferns' life cycle Why are spores important to ferns?	Life Cycle of Conifer. Pupils will be given metacards in which different stages of life cycle of conifers (	What can you say about your drawing? Did you illustrate all the details needed to make your drawing a

		http://www.youtube.com/watch?V=7G9Jozhr Based from the video you've watched, what is the function of the filament? anther? stigma? style? ovary? (follow up questions by teacher)		pine tree) are written . Paste them to the corresponding part when they happen	realistic one?
F.Developing Mastery	(Female and male reproductive organs of a flower) Written on the metacards are the different reproductive parts of the flower. Paste the word according to where it is belong.	**Think – Pair Share** (Look for your partner) Pupils will be group into two. They will be given two sets of metacards. Group A will hold the cards with parts of the plants written on it while Group B will hold the cards with functions written on it. When the teacher say "GO" look for your partner.	Unscramble the words to identify the word/term describe _____1. Reproductive cell of fern (SEPSOR) _____2. A female sex organ of a fern (MUINOGEHCRA) _____3. Leaves grow from rhizomes (RODNF) _____4. Plants with feather-like leaves. (ERNF) _____5. Small brown dots or patches found undersides of fern leaves (IROS)	Arrange the life cycle of conifer (Pine tree) according to the stages. Paste the strips on the board	How would you evaluate your finished work?
G.Finding Parctical application of concepts and skills in daily living	Read the situation below then answer the question that follow. You saw a group of boys and girls picking flowers in the park. They made fun of these by removing the petals one by one. What would you tell them? Why are flowers important to plants?	How important are flowers to plants? to human? Explain briefly your answer	Nina took a walk in the garden and saw a small plant with feather-like arrangements of leaves. She was amazed upon looking at the undersides of the leaves and immediately gathered the blackish brown spots found in it. Did Nina show the right behavior? Why?	How can dried mature cones of pine tree be useful to us?	If you will be given a chance to illustrate using a real plant as your model what will you draw? Why?
H.Making generalization and abstraction about the lesson	Guide the pupils in constructing the main idea or concept of the lesson What are the necessary parts of the flower? What are the reproductive parts of the flower?	Fill up the KWL chart for the concept that pupils learned. Now I learned that_____ ____	Now I learned that _____ _____ Spore bearing plants have slightly different life cycles from most plants. They produce spores from one parent plant. The spores fertilized themselves and develop into plants identical to their parents. Stages of Fern Life Cycle 1. Frond Stage-formation of leaves that grow from rhizomes called fronds 2. Sorus Stage-development of small brown dots or patches called sori	Lead the class to generalize, Now I learned that _____ Plants that bear seeds within a cone are called conifers. Conifers are woody trees with needle-like leaves that reduce water loss during dry or cold climates. They develop many cones and one tree can produce both male and female cones. Male cones produce the pollen grains with sperm cells while female cones contain the ovule with two to three egg cells. (Refer to leading mastery for the Life Cycle of Conifer)	What should be remembered when you have to illustrate or draw something? Should you submit your work on time?

			3. Sporangium Stage-Mature sporangium shrinks, breaks and release the spores in air. When fall in moist place, germinate and develop a vegetative cell 4. Prothallus stage- continued cell divisions results in the formation of a heart-shaped prothallus 5. Archegonium and Antheridium Stage- development of the female sex organ called archegonium and male sex organ antheridium 6. Fertilization Stage- Sperm and egg mature ; antheridium breaks causing the sperm to swim in water archegonia opens and sperms enter. One sperm fertilizes each egg that result the formation of zygotes. 7. Embryo Fern Stage- zygote undergoes cell division afterfertilization. The development produces the embryo fern which consists of a foot anchored in the tissue of the prothalllus: a root and a leaf		
I.Evaluating learning	Direction: Write the reproductive parts of the flower corresponding to the indicated number.	Directions: What part of the flower has the following function or use?. Write your answer on the space provided for. Choose your answer from the word bank that follows. _____1. Holds the anther _____2. Catches the pollen grains dropped by the insects _____3. Connects the stigma to the ovary.	Read the sentences carefully. Write TRUE if the statement is correct and FALSE if it is not. 1. Spores are the reproductive cells of all non- flowering plants. 2. Spore-bearing plants have slightly different life cycles from most of the plants. 3. Spores are produced in structures called *sori*.	Supply the missing words to complete the sentences. Plants that bear seeds within a cone are called ____1. Conifers are woody trees with _____2_____ leaves. They develop many __3___ and one tree can produce both ____4 and female cones. Male cones produce the ___5_____ with	Use Rubrics in scoring the finished illustration Score Description 4 The illustration manifests an outstanding characteristics as to creativity, color blending, concept understanding and completeness of details

		_____4. Contains the ovules _____5. Produces pollen grains ovary stigma anther pollen grains style filament	4. In a spore –bearing plants, both parents contribute to the formation of spores. 5. Ferns reproduce by means of producing spores the blackish brown spots underside of the leaves.	sperm cells while female cones contain the __6___ with two to three egg cells	3 The illustration manifests very satisfactory characteristics as to creativity, color blending, concept understanding and completeness of details 2 The illustration manifests satisfactory characteristics as to creativity, color blending, concept understanding and completeness of details 1 The illustration manifests poor characteristics as to creativity, color blending, concept understanding and completeness of details
J.additional activities for application or remediation	What are the reproductive organs of the flower? Complete the organizer below	Direction: Read the sentences carefully. Choose the letter of the best answer 1. What is the male reproductive part of the flower? A. sepal C. pistil B. petal D. stamen 2. What is the female reproductive part of the flower? A. stamen C. petal B. sepal D. pistil 3. Which of the following is not found in the pistil? A. filament C. ovary B. style D. stigma 4. Which part holds and catches the pollen grains? A. anther C. ovary B. stigma D. style 5. What part of the flower connects the stigma and the ovary? A. filament C. pistil B. stamen D.style	1. Aside from ferns what other plants are spore-bearing? 2. Read other books or search through an internet. Write your answer in your Science Journal	1. Aside from pine tree what other plants are spore-bearing? 2. Read other books or search through an internet. Write your answer in your Science Journal	Draw your favorite flower in your notebook. Label the parts
V.REMARKS					
VI.REFLECTION					
A.No. of learners who earned 80% in the evaluation	___Lesson carried. Move on to the next objective.	___Lesson carried. Move on to the next objective.	___Lesson carried. Move on to the next objective.	___Lesson carried. Move on to the next objective.	___Lesson carried. Move on to the next objective.

	___Lesson not carried. _____% of the pupils got 80% mastery	___Lesson not carried. _____% of the pupils got 80% mastery	___Lesson not carried. _____% of the pupils got 80% mastery	___Lesson not carried. _____% of the pupils got 80% mastery	___Lesson not carried. _____% of the pupils got 80% mastery
B.No.of learners who require additional activities for remediation	___Pupils did not find difficulties in answering their lesson. ___Pupils found difficulties in answering their lesson. ___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. ___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. ___Pupils mastered the lesson despite of limited resources used by the teacher. ___Majority of the pupils finished their work on time. ___Some pupils did not finish their work on time due to unnecessary behavior.	___Pupils did not find difficulties in answering their lesson. ___Pupils found difficulties in answering their lesson. ___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. ___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. ___Pupils mastered the lesson despite of limited resources used by the teacher. ___Majority of the pupils finished their work on time. ___Some pupils did not finish their work on time due to unnecessary behavior.	___Pupils did not find difficulties in answering their lesson. ___Pupils found difficulties in answering their lesson. ___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. ___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. ___Pupils mastered the lesson despite of limited resources used by the teacher. ___Majority of the pupils finished their work on time. ___Some pupils did not finish their work on time due to unnecessary behavior.	___Pupils did not find difficulties in answering their lesson. ___Pupils found difficulties in answering their lesson. ___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. ___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. ___Pupils mastered the lesson despite of limited resources used by the teacher. ___Majority of the pupils finished their work on time. ___Some pupils did not finish their work on time due to unnecessary behavior.	___Pupils did not find difficulties in answering their lesson. ___Pupils found difficulties in answering their lesson. ___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. ___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. ___Pupils mastered the lesson despite of limited resources used by the teacher. ___Majority of the pupils finished their work on time. ___Some pupils did not finish their work on time due to unnecessary behavior.
C.Did the remedial work? No.of learners who have caught up with the lesson	___ of Learners who earned 80% above	___ of Learners who earned 80% above	___ of Learners who earned 80% above	___ of Learners who earned 80% above	___ of Learners who earned 80% above
D.No. of learners who continue to require remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation
E.Which of my teaching strategies worked well? Why did these work?	___Yes ___No ____ of Learners who caught up the lesson	___Yes ___No ____ of Learners who caught up the lesson	___Yes ___No ____ of Learners who caught up the lesson	___Yes ___No ____ of Learners who caught up the lesson	___Yes ___No ____ of Learners who caught up the lesson
F.What difficulties did I encounter which my principal or supervisor can helpme solve?	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation
G.What innovation or localized materials did used/discover which I wish to share with other teachers?	*Strategies used that work well:* **___Metacognitive Development**: **Examples:** Self assessments, note taking and studying techniques, and vocabulary assignments.	*Strategies used that work well:* **___Metacognitive Development**: **Examples:** Self assessments, note taking and studying techniques, and vocabulary assignments.	*Strategies used that work well:* **___Metacognitive Development**: **Examples:** Self assessments, note taking and studying techniques, and vocabulary assignments.	*Strategies used that work well:* **___Metacognitive Development**: **Examples:** Self assessments, note taking and studying techniques, and vocabulary assignments.	*Strategies used that work well:* **___Metacognitive Development**: **Examples:** Self assessments, note taking and studying techniques, and vocabulary assignments. **___Bridging**: **Examples:** Think-pair-share, quick-writes, and anticipatory charts.

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