

Grade Grade 5 Term 1, Week 9 LESSON PLAN	
N a m e o f L e s s o n	Navigating the Transition: Family Roles in Puberty
L e a r n i n g A r e a / s	MAPEH
D e	Deped libre

s i g n e d b y T e a c h e r / s	
D e s i g n e d f o r w h i c h G r a	Grade 5

d e L e v e l a n d S e c t i o n						
	N o . o f S e s s i o n s	S e s s i o n 1	S e s s i o n 2	S e s s i o n 3	S e s s i o n 4	S e s s i o n 5
	R e f e r	• Dep Ed Gra de 5 Hea				

e n c e s (b o o k s , w e b s i t e s , t o o l k i t s , e t c .)	lth Lea rner 's Mat eria l Qua rter 1 Mo dule on Gro wth and Dev elop men t. • MA PE H 5 Tea cher 's Gui de (TG) and Cur ricu lum Gui de (CG
---	---

	) for the MA TAT AG K-1 2 Pro gra m. • Edu cati onal Vid eo: 'Fa mil y Rol es in Ma nagi ng Pub erty' by Tea cher Aiz a/Te ach er Aik a (Yo
--	--

	uTu be). • Lea rnin g Acti vity She ets (LA S) on Ide ntif yin g Tru sted Adu lts and Fa mil y Sup port Dyn ami cs. • Scri bd/ Dep Ed Co mm ons: Sa
--	--

	mpl e Dail y Les son Log s (DL L) for Hea lth 5 Qua rter 2/W eek 9.
D e c l a r a t i o n o f A I u	Artificial Intelligence (AI) tools were used to assist in the preparation of this lesson plan, particularly in generating ideas, improving clarity of instructions, and

s e C i t e h o w A I w a s u s e d i n t h e f o r m u l a t i o n o f t h e l e s s o n p l a n .	organizing learning activities aligned with the MELCs. All AI-assisted outputs were carefully reviewed, validated, and contextualiz ed by the teacher to ensure accuracy, appropriate ness, and alignment with DepEd standards.
--	---

S e e D O 3 , 2 0 2 6 A n n e x A .	
I n t e n t i o n s .	Meaningful learning experiences are anchored in how we frame them. Start by deciding what you want learners to master by the end of the lesson - keep it clear and simple. Remember: Understanding your learners' evolving context and

	designing around it help ensure that your lessons connect with and are relevant to them.
L e a r n i n g C o m p e t e n c y : W r i t e t h e c o m	Analyze various family roles in managing changes during puberty.

p e t e n c y / i e s f r o m t h e c u r r i c u l u m t h a t w e a r e t a r g e t i n g , a n d t	
---	--

h e c o n t e n t o r p e r f o r m a n c e s t a n d a r d s a p p l i c a b l e t o t h e s e s s i	
---	--

o n .						
L e a r n i n g O b j e c t i v e s : W r i t e t h e s m a l l e r k n o w	I d e n t i f y t h e s c o l l e c t i v e s o n l y o f t h e f a m i	E x p l a i n t h e s c o l l e c t i v e s o n l y o f t h e f a m i	A n a l y z e t h e s c o l l e c t i v e s o n l y o f t h e f a m i	D e m o n s t r a t e t h e s c o l l e c t i v e s o n l y o f t h e f a m i	E v a l u a t e t h e s c o l l e c t i v e s o n l y o f t h e f a m i	

e d g e , s k i l l s , o r t a s k s f r o m t h e c o m p e t e n c y t h a t t h e l e a r n e r s	l y i n p r o v i d i n g a s a f e a n d u n d e r s t a n d i n g e n v	o f p a r e n t s a n d g u i d e n c e s i n p r o t e c t i o n a n d m o n i t o r i n g u i d e n c e s	s c a n n o f f e r e m e n t o u i o n a c t i v i t y a n d m o n i t o r i n g u i d e n c e s	t r a n s f e r e n c e s w e e n s t a c h i n g p r e s e n t a n d f u t u r e m e m b e r s o f t h e c o m m u n i t y	y s t e m c o n t r i b u t e s t o a c h i n g p r e s e n t a n d f u t u r e m e m b e r s o f t h e c o m m u n i t y
---	---	--	---	--	---

w i l l w o r k o n a n d b e a b l e t o s h o w b y t h e e n d o f t h e s e s s i o n s .	i r o n m e n t f o r c h i l d r e n u n d e r g o i n g p u b l i c h e r t y .	n c e m h e e a l t h i o n f o r m a t i o n r e t e n i o n n a n d o p h y s i c a l n e c e	t i v e b e h a v i o r s t h e r o u n d s h a r e d e x p e r i e n c e s p e r i e n c e s p e r i e n c e s	e r s t o t e x p r e s s i o n s s u c c e s s f u l h o m e n a n d w o m e n a l l o f t h e s e s s i o n s .	f - e e e m d s u c c e s s f u l h o m e n a n d w o m e n a l l o f t h e s e s s i o n s .
---	---	--	--	---	---

	s s i t i e s d u r i n g p u b e r t y .	s .	p u b e r t y c h a n s i t i o n s .	e s c e n t t c r a n s i t i o n s .
L e a r n e r C o n t e x t :	Grade 5 students, typically aged 10 to 11, are at the threshold of or already experiencing various physical, emotional, and social changes of puberty.			

W r i t e y o u r o b s e r v a t i o n s o f y o u r l e a r n e r s , a n d h o w t h e y h a v e b	These learners benefit from structured guidance to help them understand that their experiences are normal and that their family is their primary support system.
---	--

e e n p e r f o r m i n g o r r e s p o n d i n g t o l e a r n i n g e x p e r i e n c e s r e c e n	
---	--

t l y . I n c l u d e s t r e n g t h s , i n t e r e s t s , a n d p o s s i b l e b a r r i e r s t	
---	--

o l e a r n i n g .	
L e a r n i n g E x p e r i e n c e .	A learning experience is like a thoughtfully designed journey. Each activity and interaction builds towards meaningful understanding and growth. Identify activities and interactions to help learners gain knowledge, skills, or understanding in a purposeful way.

P r e - L e s s o n : D e s c r i b e h o w y o u w i l l h e l p t h e l e a r n e r s g e t	A s s i g n s t u d e n t s t o i n t e r v i e w a f a m i l y m e m b e r	P r e p a r e a ' C h e n g e s ' w o r d w a l l f a m i l y m e m b e r	P r o v i d e a p r e s t i t u t i o n s o n x ' i n t h e c l a s s r o o m t h e c o	S e t u p a ' Q u e s t i o n B o r e a d i n g c a s e s o n t h e c o	D i s t r i b u t e a s h o r e a d i n g c a s e s o n t h e c o
--	---	--	---	---	--

ready for the lesson.

	g b i g c h a n g e s .	, a n d e m p a t h y .	h e y h a v e a b o u t g r o w i n g u p .	u g h o u t h e w e k .	e o f f a m i l y b o n d s .
F l o w : D e s c r i b e t h e a	S e s s i o n 1 : T h e F o	S e s s i o n 2 : T h e G u	S e s s i o n 3 : S h i b l i	S e s s i o n 4 : M a s t e	S e s s i o n 5 : O u r F a

c t i v i t i e s t h a t y o u c a n i m p l e m e n t i n l o r m o r e s s e s s i o n s t o m e e t	u n d a t i o n o f F a m i l y S u p p o r t . l . A c t i v a t i o n :	i d i n g R o l e o f P a r e n t s . l . I n t e r o d u c t i o n : T h e	n g a n d E x t e n d e d F a m i l y B o n d s . l . R e c e i v e : R e c	r i n g C o m p u n i t c a l i m o n i t a t i o n : H o w e v e r : T h e	m i l y S u p p o r t P l a n . l . I n t e g r a t i o n : T h e a c
--	---	--	--	--	---

t h e l e a r n i n g o b j e c t i v e s . A p p l y t h e L e a r n i n g D e s i g n P r i n c i p	T h e t e a c h e r s t a r t s w i t h a ' T r u e o f ' F a l s e ' g a m	t e a c h e r s p l a y s a c a s t u d y o f ' L i t e r a t u r e ' w h o	a p t h e p a r t n t a l r o c e s ' I - M e s s a g e ' (o u t s e s i	t e a c h e r i n t r o d u c e s ' I f M e s s a g e ' (o u t s e s ' I	h e r e v i e w t h e c o l e s o f M e s s a g e ' (o u t s e s ' I
---	--	--	---	---	---

l e s . . .	e a b o u t p r u b e r t y m y t h s . 2 . D i s c u s s i o n : T h e t e	i s e m b r a s e d y h i s c h a t i g n g v i c e : 2 . B r a	o n .2 .V i s u a l M a p p h i n g : S o l d u y d e n n t s i r a w a f a m i l	f e e l c o m f u n i c a t i o n s k i l s . 2 . P r o j e c t : S e t u d	a n d c o m m u n i c a t i o n s k i l s . 2 . P r o j e c t : S e t u d
----------------------------	--	--	--	--	---

	a	i	y	a	e
	c	n	t	t	n
	h	s	r	a	s
	e	t	r	e	c
	r	o	e	k	r
	e	r	a	'	e
	x	m	n	)	a
	p	i	d	.	t
	l	n	c	2	e
	a	g	i	.	a
	i	:S	r	P	'
	s	t	c	r	F
	t	u	e	a	a
	h	d	t	c	m
	a	e	t	i	i
	t	n	e	c	l
	p	t	p	e	y
	u	s	:	S	u
	b	s	o	t	p
	e	u	p	t	p
	r	g	l	u	p
	t	g	e	d	o
	y	e	t	e	r
	i	s	h	n	t
	s	t	e	t	P
	a	h	y	s	o
	f	o	t	r	s
	a	w	r	e	t
	m	L	u	w	e
	i	i	s	r	'
	l	t	t	i	i
	y	o	m	t	e
	e	'	o	s	'
	v	s	s	'	l
	e	f	t	Y	u
	n	a	t	o	s

	t	t	o	u	t
	,	h	t	-	r
	n	e	a	M	a
	o	r	l	e	t
	t	r	k	s	i
	j	o	a	s	n
	u	m	b	a	g
	s	t	o	g	h
	t	t	u	e	s
	a	h	t	'	w
	n	e	f	i	h
	i	r	e	n	e
	d	a	l	t	i
	i	n	i	o	r
	v	h	n	'	s
	i	e	g	I	p
	d	l	s	-	e
	u	p	.	M	c
	a	(	3	e	i
	l	e	.	s	f
	o	.	C	s	i
	n	g	o	a	c
	e	.	m	g	f
	.	,	p	e	a
	3	e	a	s	m
	.	x	r	'	i
	G	p	i	t	l
	r	l	s	o	y
	o	a	o	a	h
	u	i	n	v	e
	p	n	:	o	l
	A	i	T	i	p
	c	n	h	d	s
	t	g	e	t	h
	i	i	t	e	n
	v	t	e	n	e

	i t y : S t u d e n t s a r e d i v i d e r d i n t o s m a l l g r o u p s	i s n o r m a l s s h a r i n g t h e i d e o n w n t s o r i f e s s e r e n c e R o	a c h e r l e a d s a d i s c u s s i o n s h e d c i f e r e n c e b	f l i c t w i t h a m r i t y . m P r e s e n t a t i o n : S e l e c t e	m m a n a g e p u b l i c i t y . 3 . P r e s e n t a t i o n : S e l e c t e
--	--	---	---	---	---

	t o l i s t w a y s t h e i r f a m i l y m a k e s t h e m f e e l s a f	l e - P l a y : I n p a r s s , s t u d e n s a l l o u t a p p o r t a r	e t w e e n p e e r s s u e a n d s i b l e i n g o u t a p p o r t a r	y s : T h e c l a s s i f i c a t i o n s a r e e x p l a i n e d b y t h e a u t h o r s o f t h e b o o k .	d s u d e n t s p r e s e n t h e s e i n s t r u c t i o n s a r e e x p l a i n e d b y t h e a u t h o r s o f t h e b o o k .
--	---	---	--	---	---

	e	i	.	l	n
	.	o	S	y	g
	4	w	t	m	o
	.	h	o	e	n
	A	e	r	m	e
	n	r	y	b	s
	a	e	t	e	p
	l	a	e	r	e
	y	c	l	t	c
	s	h	l	e	i
	i	i	n	s	i
	:	d	g	e	c
	E	a	:	s	f
	a	s	T	t	a
	c	k	h	h	m
	h	s	e	e	i
	g	a	t	m	l
	r	p	e	a	y
	o	a	a	b	r
	u	r	c	o	o
	p	e	h	u	l
	s	n	e	t	e
	h	t	r	t	t
	a	f	s	h	h
	r	o	h	e	e
	e	r	a	i	y
	s	h	r	r	a
	o	y	e	h	n
	n	g	s	e	a
	e	i	a	i	l
	f	e	s	g	y
	a	n	t	h	z
	m	e	o	t	e
	i	p	r	o	d
	l	r	y	r	d
	y	o	a	v	u

	h a b i t (l i k e e a t i n g d i n n e r t o g e r t h e r) t h a t h e	d u c t s .4 .L e c t u r e : T h e n t e p a r t o f t h e s o u n d e r s t a n d i n g t h e s e t h	b o u n d e r s t a n d i n g t h e s e t h	o i c e .4 .S k e e l B u i l d i n g : S i n t o n : T h e s t e a c h e r f a	r i n g t h e w e e k .4 .E v a l u a t i o n : T h e s t e a c h e r f a
--	--	---	--	---	--

	l p s t h e m f e e l h e a r d .5 .S y n t h e s i s : T h e t e a c h	e p a r e n t ' s e r l e a s p t r o v i d e o f i n f o i n c t i v i t y : S t	t e r m a n a g e r f a i r s t p e r i o d .5 .A q u e s t i o n s : S t	t h e ' L i a s t e n a c l a R e s p e c t i v o t h e n e s s e r o	c i l i t a t e s a c l a s s p r e f e r e n c e s : h o w t h e s e r e
--	---	---	--	---	---

	e r i n t r o d u c e s t h e c o n c e p t o f ' C o l l e c t i v e R o	, s a n t h e y a n t h e c o n c e p t o f ' C o l l e c t i v e R o	u d e n t s l i s t ' M o d e l i n g ' b e h a v i o r s l i s t h e y s e e 5 C	t h e s n e d e n t s t h e s a n d b u i l d i n g a f f i c e 5 C	l e s p r e v e n t s r e s e a n d b u i l d i n g a f f i c e 5 C
--	---	---	---	--	--

	l e ' w h e r e e v e n r y m e m b e r c o n t r i b u t e s t o a s t a b	t i o u s f o o d a n t h y e g i b e n e f i c i o r :	n o l d e r r e l a t i v e s , s c h e m a s s t a y R i n g c a t h e m a t o r p r	o n c l u s i o n : T h e s e : T h e r e a r e m c h e r e a r e m a t o r p r	F i n a l S y n t h e s : T h e r e a r e m a t o r p r
--	--	--	---	--	--

	l	S	a	n	a
	e	t	c	c	t
	h	u	t	o	a
	o	d	i	m	s
	m	e	c	m	u
	e	n	i	u	p
	e	t	n	n	p
	n	s	g	i	o
	v	w	g	c	r
	i	r	o	a	t
	r	i	o	t	i
	o	t	d	i	v
	n	e	g	o	e
	m	d	r	n	f
	e	o	o	i	a
	n	w	o	s	m
	t	n	m	a	i
	d	t	i	t	l
	u	w	n	w	y
	r	o	g	o	i
	i	t	,	-	s
	n	h	w	w	t
	g	i	h	a	h
	t	n	i	y	e
	i	g	c	s	s
	m	s	h	t	t
	e	t	t	r	r
	s	h	h	e	o
	o	e	e	e	n
	f	y	y	t	g
	c	a	w	t	e
	h	p	a	h	s
	a	p	n	a	t
	n	r	t	t	b
	g	e	t	r	r
	e	c	o	e	i
	.	i	f	q	d

		at eas about the irpa rents' guidance	oll ow	u i r e s p a t i e n c e f r o m b o t h t h e c h i l d a n d t h e a d	g e t o a h e a l t h y a n d h a p p y a d o l e s c e n c e
--	--	---	-----------	---	---

				u l t .	
L e a r n i n g R e s o u r c e s : L i s t d o w n t h e l e a r n i n g	D e p e n d e n c y L e a r n i n g	M A P P E H 5 T e a c h e r ' s G o o d e (T i l y R A S e o n I n M	E d u c a t i o n a c t i v i t y F e e t s (L A S e o n I n M	L e a r n i n g A c t i v i t y S o n S a m p l e D a i l y	S c r i b e d / D e p e n d e n c y C o m m u n i t y S a m p l e D a i l y

r e s o u r c e s t h a t w i l l h e l p y o u r e a c h y o u r o b j e c t i v e s .E n s u r e t	a l Q u a r t e r l M o d u l e o r t h o w t h a n d D e v e l o p m e n	c u l u m G u i d e (C G) f o r t h e M c A T A i z K - 1 2 P o r g e r A	a n t i f i n g P u b l i c ' b y T h e a c h T e r A i z / T e a c h e r A	n t i f i n g T r u t h e d A d r e s s e s h a t h e n d F a m i l y S r p o r t	e s s o n L o g s (D L L) f o r H e a l t h 5 Q u a r t e r l y W e e k
---	---	--	--	---	---

h a t t h e y a r e a v a i l a b l e a n d i n c l u s i v e .	t .	m .	i k a (Y o u T u b e) .	D y n a m i c s .	9 .
O p p o r t u n i t i e s	I n c o r p o r a t e d G M	L i n e a r S c e n a r i o s	P r a c t i c e o r i e n t a l	E n h a n c e m e n t a r y	D e v e l o p m e n t

f	R	b	o	i	a
o	C	y	m	c	l
r	b	e	x	u	x
i	y	x	p	n	p
n	d	p	i	r	i
t	i	l	a	c	e
e	s	c	i	s	s
g	u	n	t	i	n
r	s	i	i	o	g
a	s	n	o	n	b
t	i	g	n	s	y
i	n	t	s	t	a
o	g	h	k	h	n
:	t	e	i	r	a
W	h	b	l	o	l
r	e	i	l	u	y
i	v	o	s	g	z
t	a	l	d	h	i
e	l	o	u	t	n
d	u	g	r	h	g
o	e	i	n	e	c
w	o	c	n	c	a
n	f	a	r	e	s
a	r	e	b	r	e
n	s	a	l	e	s
y	p	e	s	i	t
p	e	c	s	p	u
o	c	t	o	n	d
s	t	a	f	a	s
s	d	'	h	a	n
i	p	a	n	t	i
b	a	g	i	a	d
i					
l					
i					
t					
i					
e					
s					
t					
o					
m					
e					
a					

n i n g f u l l y a n c h o r l e a r n i n g a r e a s , s p e c i a l t o p i c , o r t e c h n o l	g m a t h a l ' w i t h i n t h e F i l i p i n o f a m i l y u n i t .	e s t h a t f a m i l i e s h e l p m a n a g e .	v i t i e s a n d p r o s t e r p r e s e n t a t i o n s .	m i l i y S u p p o r t P l a n p r o s t e r s .	e n t i f i c a t i v e f a m i l y i n t
---	--	---	--	---	---

o g y · W r i t e N / A i f f n o n e ·					e r a c t i o n s ·
A s s e s s m e n t .	Assessment s reveal s what e learners s have gained s and what m they still e need help n with. These t are helpful · in providing you with information to guide your future instruction.				
F o r m a	S e s s i	S e s s i	S e s s i	S e s s i	S e s s i

t	o	o	o	o	o
i	n	n	n	n	n
v	l	2	3	4	5
e	A	A	A	A	A
A	s	s	s	s	s
s	s	s	s	s	s
s	e	e	e	e	e
e	s	s	s	s	s
s	s	s	s	s	s
s	m	m	m	m	m
m	e	e	e	e	e
e	n	n	n	n	n
n	t	t	t	t	t
t	:	:	:	:	:
:	l	l	l	l	l
C	.	.	.	.	.
r	W	H	H	W	H
e	h	o	h	o	w
a	y	w	w	a	w
t	i	c	c	t	d
e	s	a	a	i	o
a	p	n	n	s	e
t	u	p	a	a	s
a	b	a	n	n	f
s	e	r	o	'	a
k	r	e	n	d	I
,	t	y	t	e	-
a	y	c	s	r	M
c	o	b	s	s	y
t	n	e	i	s	s
i	s	s	b	a	p
v	i	t	l	g	p
i	d	s	i	'	o
t	e	u	n	?	r
i	r	p	g	A	t
o	e	p	h	A	a

n s t o e v a l u a t e l e a r n i n g a n d p r o v i d e f e e d b a c k . (S t r i c t l y 5 M C	d a f a m i l y t r a n s i t i o n ? A . B e c a u s e . v e r y o n e g	o r t a c h i l d ' s h y s i c a l c h i l d ? B y t h e A . B y b	e l p a y o u n g e r b r o t h e r d u r i n g p u b e r t h e A . B y b	. A t t e x t m e s s a g e s . A l w a y s t o t e x p r e s s i t e a k i n g s t l	f e c t a c h i l d ' s e l f - e s t e e m ? A . I t m a k e s i t l
---	---	--	---	---	---

Q s p e r s e s s i o n) .	e t s t a l l e r a t o n c i e B . B e c a u s e i t a f f e c t s t h e c	g t h e m B . B y p r o v i d i n g h i n g t h e i p r o f o w d u c t s a n d g	e i n g a b b u l l y B . B y o t h h e c h i r s C . A f s e e l f i n h e w a y o f t a n d	i t h o r B . I t h e l p s t h e c h i l d s e e l c o n f i d e n t a n d	o w B . I t h e l p s t h e c h i l d s e e l c o n f i d e n t a n d
--	---	--	---	---	--

	h i l d ' s b e h a v i o r a n d f a m i l y d y n a m i c s C . B e c a	u i d a n d s c e C .B y i n g t o p r s C .B y i n g t h e a n g t h e s D .B y t o t h e	c e s a n d g i v i n g t o p r s C .B y i n g t h e a n g t h e s D .B y t o t h e	k i n g D .A C .I b u t h s o n o f f e c t D .I t m a k e s t h e c h i l	v a l u e d C .I b u t h s o n o f f e c t D .I t m a k e s t h e c h i l
--	---	---	---	---	--

	u	i	s	o	d
	s	n	D	m	a
	e	g	.	r	r
	f	t	B	u	r
	a	h	y	n	o
	m	e	i	i	g
	i	m	g	a	n
	l	t	n	t	.
	i	o	r	i	2
	e	r	i	n	.
	s	l	w	g	W
	l	i	u	t	h
	k	e	p	h	a
	t	f	e	h	t
	o	a	m	e	i
	c	s	.	f	s
	e	t	2	a	t
	l	e	.	m	h
	e	r	W	i	e
	b	.	h	l	m
	r	2	y	y	a
	a	.	a	?	i
	t	W	r	A	n
	e	h	e	.	g
	i	a	o	O	o
	t	t	l	p	a
	D	r	d	e	l
	.	o	e	n	o
	B	e	r	n	f
	e	d	e	s	a
	a	o	l	s	F
	u	e	a	B	m
	s	s	t	.	i
	e	a	i	T	l

	t h e c h i l d l e a v e s t h e f a m i l y . 2 . W h a t i s a c o l l	p a r e n t p l a y w h e n a c h i n t h e f a m i l y . 2 . W h a t i s a c o l l	v e s t i k ' b r i d g e s ' i n t h e f a m i l y . 2 . W h a t i s a c o l l	r e s t . F e a r o f b e i n g t h e s e i n f e r m i l y . 2 . W h a t i s a c o l l	y S u p p o r t P l a n ? A . T o a s s i g n m o r e c h o r e s B . T o
--	---	--	--	--	---

	e	n	t	h	e
	c	g	h	a	n
	t	t	e	t	s
	i	h	y	s	u
	v	e	a	h	r
	e	m	r	o	e
	f	i	e	u	t
	a	m	v	l	h
	m	m	e	d	e
	i	e	r	y	c
	l	d	y	o	h
	y	i	t	u	i
	r	a	a	d	l
	o	t	l	o	d
	l	e	l	i	f
	e	l	B	f	e
	?	y	.	y	e
	A	B	T	o	l
	.	.	h	u	s
	O	O	e	f	s
	n	f	y	e	u
	l	f	c	e	p
	y	e	c	o	p
	t	r	n	e	o
	h	i	n	m	r
	e	n	e	b	t
	m	g	c	a	e
	o	p	t	r	d
	t	a	t	r	d
	h	t	h	a	u
	e	i	e	s	r
	r	e	c	s	i
	w	n	h	e	n
	o	c	i	d	g
	r	e	l	t	p
	k	a	d	o	u
	s	n	'	t	b

	B	d	s	a	e
	.	u	e	l	r
	E	n	x	k	t
	v	d	p	t	y
	e	r	e	o	C
	r	r	r	y	.
	y	s	i	o	T
	o	t	e	u	p
	n	a	n	r	p
	e	n	c	p	l
	i	d	e	a	a
	g	n	w	r	n
	n	n	i	e	a
	o	g	t	n	v
	r	C	h	t	a
	e	.	a	s	c
	s	L	d	?	a
	t	a	u	.	t
	h	u	l	.	i
	e	g	t	N	o
	c	h	w	e	n
	h	i	i	v	D
	a	n	s	e	.
	n	g	d	r	T
	g	a	o	t	o
	e	t	m	a	s
	s	t	C	l	a
	C	h	.	k	v
	.	F	i	t	e
	a	r	e	t	m
	m	f	y	h	n
	i	e	b	e	y
	l	e	u	m	y
	y	l	i	B	.
	m	i	l	.	3
	e	n	d	W	.

	m	g	a	r	W
	b	s	c	i	h
	e	D	t	t	i
	r	.	u	e	c
	s	I	a	a	h
	s	g	l	l	o
	u	n	b	e	f
	p	o	r	t	t
	p	r	i	t	h
	o	i	d	e	e
	r	n	g	r	f
	t	g	e	o	l
	e	t	s	r	l
	a	h	D	u	l
	c	e	.	s	o
	h	m	T	e	w
	o	u	h	a	i
	t	n	e	n	g
	h	t	y	'	I
	e	i	l	i	-
	r	'	t	v	M
	s	h	e	e	w
	g	e	i	s	s
	r	y	n	s	a
	o	s	d	a	c
	w	t	i	g	o
	t	o	f	e	h
	h	p	f	'	e
	D	.	e	C	s
	.	3	r	.	i
	C	.	e	C	v
	h	W	n	r	e
	i	h	t	y	f
	l	y	h	i	a
	d	i	o	n	m
	r	s	u	y	i

	e n d o a l l t h e c h o r e s .3 . H o w c a n t a f a r m i l l y p r o v i	p a r e n t a l h i g h t i d a n c e i m p o r t a n t f o r h i s l a r g e n u m b e r o f	s e r v i c e s . 3 . W h a t i s ' m o d e l i n g ' i n f a m i l y r e l a t i o n s ? A	o u r r o l e ? D . T e r m i n a l i s e a n d s i b l i n g s w o r k i n g t o g	l y r o l e ? A . P a r e n t s a n d s i b l i n g s w o r k i n g t o g
--	--	---	--	--	---

deatherto help catch it. But only the child dealt in
 peat'agoes kil? A. To be a nong B. To en s
 . Posi ng for pic tures B. Show ng good be havi
 or mati on? A. Bec ause pare nts kno w every thi
 dea 'sa feren viron ment? A. By lo ck ing all do

	o r s . B y l i s t e n i n g w i t h o u t j u d g i n g C . B y b u y	n g B . T o e n s u r e t h n e c h i l d g e t t s a c c u r a p t e r B a n d s a	o r f o r o t h e n s u r e t h n e c h i l d g e t t s a c c u r a p t e r B a n d s a	u r e b t h h p e i o r p r o b l e m s C . F a m i l y m e m b e r s . T i g h	g w i t h h e i r p r o b l e m s C . F a m i l y m e m b e r s . T i g h
--	--	--	--	--	---

	i	f	W	i	t
	n	e	e	n	i
	g	f	a	a	n
	e	a	r	n	g
	x	c	i	a	D
	p	t	n	r	.
	e	s	g	g	I
	n	C	n	u	g
	s	.	e	m	n
	i	B	w	e	o
	v	e	c	n	r
	e	c	l	t	i
	t	a	o	D	n
	o	u	t	.	g
	y	s	h	T	a
	s	e	e	o	c
	D	b	s	a	h
	.	o	.	v	i
	B	o	4	o	l
	y	k	.	i	d
	n	s	C	d	'
	e	a	o	c	s
	v	r	m	h	q
	e	e	p	o	u
	r	b	a	r	e
	t	o	r	e	s
	a	r	e	d	.
	l	i	n	t	5
	k	g	o	.	n
	i	n	D	p	E
	n	.	e	f	.
	g	T	e	f	4
	.	o	r	e	.
	4	s	s	c	A
	.	t	,	t	n
	h	o	f	i	a

	i	p	a	v	l
	c	t	m	e	y
	h	h	i	c	z
	i	e	l	o	i
	s	c	y	m	n
	a	h	s	m	g
	p	i	u	u	f
	h	l	p	n	a
	y	d	p	i	m
	s	f	o	c	i
	i	r	r	a	l
	c	o	t	t	y
	a	m	i	i	r
	l	g	s	o	o
	c	r	u	n	l
	h	o	s	d	e
	a	w	u	u	s
	n	i	a	r	h
	g	n	l	i	e
	e	g	l	n	l
	a	.	y	g	p
	f	4	:	p	s
	a	.	A	u	s
	m	I	.	b	t
	i	n	M	e	u
	l	t	o	r	d
	y	h	r	t	e
	m	e	e	y	n
	i	c	t	h	t
	g	a	e	e	s
	h	s	m	l	t
	t	e	p	p	o
	h	o	s	:	A
	e	f	r	t	.
	l	L	a	o	.
	p	i	r	:	J
	m	t	y	A	u

d get the ir parents B. Know whereto see the pla
 . Stopt her rowlth prces B. Reducet r d n s a n
 B. Less r g l i a b l e C. More c o n s i s t e n t a n d u n c o
 o' s c h a n g i n g v o i c e , w h a t s h o u l d a p a r e n t d o ?
 a n a g e ? A. L e a r n i n g t o r i d e a b i k e B. D e v e l o p i

	n	A	n	d	n
	g	.	d	c	d
	b	T	i	o	s
	o	e	t	n	u
	d	l	i	f	p
	y	l	o	u	p
	o	h	n	s	o
	d	i	a	i	r
	o	m	l	o	t
	r	t	D	n	C
	C	.	.	C	.
	G	b	A	M	S
	e	q	w	a	o
	t	u	a	k	p
	t	i	y	e	p
	i	e	s	m	u
	n	t	a	o	b
	g	B	n	r	e
	a	.	g	e	r
	h	E	r	m	t
	i	x	y	o	y
	g	p	.	n	D
	h	l	5	e	.
	g	a	.	y	A
	r	i	W	D	v
	a	i	i	G	i
	d	t	c	e	d
	e	i	h	t	s
	D	s	f	m	c
	.	P	a	o	h
	P	n	m	r	o
	l	o	i	e	o
	a	r	l	f	l
	y	m	y	r	w
	i	a	m	i	o
	n				

	g b a s k e t b a l l .5 .W h o i s p r i m a r i l y r e s p o n s i b	l p a r t o f g r o w i n g u p C .M a k e f u n o r e s p e c t h e D i r	e m b e r c a n e n c o u r a g e a c h i l d t o r e s p e c t h e i r	e n d s .	r k .5 .A c h i l d w h o f e e l s s u p p o r t e d b y t h e i r f a
--	---	--	--	-----------------------	---

	l e f o r a c h i l d ' s f i r s t l e s s o n s o l y p u b e r t y ? A .	S e n d h i m t o d o c t o r i m e s s i n g c o u s i n g B .	W h i c h F i c h o d y ? A .	c h a n g i n g b o d y ? A .	A t t e m p t i n g t o c o n v i n c e n t r e t h e m i n t o t h e r h a n d s .	m i l y i s l i k e l y t o : A .
--	--	--	---	---	--	---

	T h e i n t e r n e t B .F r i e n d s C .T h e F a m i l y D .S t r a	l i p i n n o v a n l u e B .F r i e n d s C .T h e F a m i l y D .S t r a	r t i v e g r a n d p a r e n t C .A s t r a n g e r D .A n e d i g h b o		s t b e t t e r t o c h a n g e s C .B e m o r e r e b e l l i o u s D .
--	---	---	--	--	---

	n g e r s .	i r c h i l d r e n ? A . P a g k a m a h i y a i n B . P a g k a m a s u	r .		S t o p g r o w i n g .
--	----------------------------	---	--------	--	--

		n u r i n C . P a g k a l i n g a D . P a g k a i n g i t .			
W a y s F	Meaningful learning can also happen beyond the classroom -				

o r w a r d .	for both the learners and the teacher. Pause and reflect on what happened today.					
	E x t e n d e d l e a r n i n g o p p o r t u n i t i e	A s k s o u r d e g n e t p a r t o f t h e ' L e a r n i n g	E n c o u r a g e t h e m t o s h a r e t h e i r t h o u g h t s a n d t o e x p l a i n t h e i r l e a r n i n g	S u c c e s s f u l l l e a r n i n g e x p e r i e n c e s a n d t o e x p l a i n t h e i r l e a r n i n g	R e f l e c t o n t h e l e a r n i n g e x p e r i e n c e s a n d t o e x p l a i n t h e i r l e a r n i n g	I n v o l u n t a r y l e a r n i n g e x p e r i e n c e s a n d t o e x p l a i n t h e i r l e a r n i n g

s	f	l	o	t	u
:	G	y	u	e	c
S	r	T	r	d	t
u	a	a	n	h	a
g	t	l	a	e	p
e	i	k	'	l	r
s	t	'	n	t	e
t	o	d	i	h	n
o	'	g	h	o	-
t	t	t	c	a	t
h	a	p	u	a	e
e	r	m	e	z	a
r	f	e	n	i	c
a	a	c	n	n	h
r	m	i	t	e	e
i	i	f	t	s	r
n	l	i	h	o	s
g	y	c	e	r	e
e	m	a	i	D	m
x	e	l	r	e	i
p	m	f	p	n	
e	b	y	e	E	a
r	e	f	e	d	r
s	o	l	m	o	n
o	u	w	c	i	n
t	s	h	u	n	d
s	i	o	s	g	u
i	d	h	i	s	l
d	e	a	n	s	p
e	t	s	g	n	s
t	h	o	n	d	t
h	e	c	l	a	s
e	c	l	a	s	s
c	a	s	s	r	
l	a	s	r		
a	s	r			
s	r				
r					
o	e	e	t	t	g

om / class hours that leave a r n e r s m a y w a n t t o a c c e s s t o r e i n f o r c e	d t h e m r e c e n t l y .	c h a n g e s o f g r o w i n g u p .	h e y t a l k e d t o a b o u t t h e m .	h e r a t h o m e .	a d o l e s c e n t s d u r i n g p u b e r t y .
---	-----------------------------	---------------------------------------	---	---------------------	---

what they have learned . . .					
Reflections: Think about w	(To be filled out after the lesson)	(To be filled out after the lesson)	(To be filled out after the lesson)	(To be filled out after the lesson)	(To be filled out after the lesson)

h a t y o u n e e d t o c h a n g e f o r t h e n e x t s e s s i o n b a s e d o n w h a t h a p p e	s s o n) R e f l e c t i o n P r o m p t : D i d t h e l e a r n e r s e a s i l y g r	s s o n) R e f l e c t i o n P r o m p t : D i d t h e g u i d e d p r a c t i c e f	s s o n) R e f l e c t i o n P r o m p t : W h i c h p a r t o f t h e c o l l a b o r	s s o n) R e f l e c t i o n P r o m p t : H o w w e l l d i d t h e f o r m a t i v e	s s o n) R e f l e c t i o n P r o m p t : W h a t p e r c e n t a g e o f t h e c l a
---	--	---	--	--	--

n e d t o d a y .	a s p t h e c o r e c o n c e p t i n t r o d u c e d t o d a y ?	f e c t i v e l y t r a n s l a t e i n t h e s t u d e n t s ?	a t i v e t a s k c h a l l e n g e d t h e s t u d e n t s ?	a s s e s s m e n t r e f l e c t h e s t u d e n t s ?	s s r e a c h e d p r o f i c i e n c y b y t h e n d o f t h e w e e k ?
---	---	--	---	--	---

Prepared by:	Checked by:
DepEd libre Teacher	Juan Dela Cruz Principal / Head