

Grade 4 Term 1, Week 8 LESSON PLAN	
N a m e o f L e s s o n	Exploring the Major Human Body Systems
L e a r n i n g A r e a / s	Science
D e s	

igned by Teacher/s	
Designated for which Grade	D4

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 e	Grade 4 Science Learner					

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 .)	's Mat eria l, skel etal syst em char ts, pap er plat es, bras s fast ener s, 'Eg g in a Box , dem o kit. Ana tom ical mus cle diag ram s, thic k
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D e c l a r	Artificial Intelligence (AI) tools were used to assist in the

a	preparation
t	of this
i	lesson plan,
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h e l e s s o n p l a n . 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 n p e t e n c	Describe in simple terms how the following human body systems work: muscular, skeletal, digestive, circulatory, and respiratory.

y : W r i t e t h e c o m 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	
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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	
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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	I d e n t i f y t h e m a t h e m a t i c s	E x p l a i n h o w t h e m a t h e m a t i c s	D e s c r i b e t h e p r o c e d u r e s	D e s c r i b e t h e p r o c e d u r e s	E x p l a i n h o w t h e p r o c e d u r e s

hesmallerknowledge, skills, or tasks from the community	of these works and the skills that are needed to do the job	to make sure that the work is done in a safe and healthy way	so that the work is done in a safe and healthy way	and that the work is done in a safe and healthy way	so that the work is done in a safe and healthy way
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h a t t h e l e a r n e r s 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	o v i d e s s u p p o r t a n d p r o t e c t i o n t o w h e b o d y .	a n d i d e n t i f y t h e d i f f e r e n c e b e t w e n .	a j o r o r g a n s o f t h e d i f f e r e n t i n v e s t m e n t b o o l u n t	t h e e x c h a n g e o f g a r d e s i n t h e s p i r i t u a l b o d y .	a s t e p r o d u c t s o f t h e r o u g h n o t h e b o d y s i n g t h e
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e s e s s i o n s .	a r y a n d i n v o l u n t a r y m u s c l e s .	t e m .	h e a r t a n d b l o o d v e s s e l s .
L e a r n e r C o n t	Grade 4 learners in the Philippines are transitioning from identifying body parts to understandi		

enacting how
systems
interact.
They learn
best through
concrete
models,
hands-on
activities,
and
relatable
scenarios
like playing
traditional
games (e.g.,
Patintero) to
observe
body
changes.

h a v e b 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	
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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	
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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

	ng in a purposeful way.
P r e - L e s s o n : Describe how you will help the learner	R e v i e w t h e e x t e r n a l p a r t s o f t h e b o d y a n A s k s t u d e n t s t o f l e x t h e i r a r m s a n d t o S h o w a p i e c e s o f b r e a d a n d a s k s t u d e n t s t o P e r f o r m a q u i c k - m i n u t e ' d e e p b r e a t h L e t s t u d e n t s f i n d t h e i r p u l s e o n t h e i r w

ers get ready for the lesson.	daskestudentswhattohellwithhinkispinessidethat	htheir'bidicetphatopenstloithahtaehtapritnisswhenthat	predecessorwhichastpensestwithafteprimenstowhatlo	ng'exorcism and occultsent the bible to the masses for more than 1500 years	ristornercism and occultsent the bible to the masses for more than 1500 years
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	key points to remember stand ing and moving	examples	we do not stand alone	hes itant and ab dome n	s
Follow: Description	Int ro duc t	Int ro duc t	Int ro duc t	Int ro duc t	Int ro duc t

b e t h e 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 e s s i o n s	i o n : T h e t e a c h e r s t a r t s b y s h o w i n g a p i c t u r e	i o n : T h e t e a c h e r s a k s p l a y s t u b l e n t d e r a n c e s o m e	i o n : T h e t e a c h e r s a d i s p l a y s t u r e c o n d i t i o n s p l o a n c e t h e r	i o n : T h e t e a c h e r s p l a y s t u r e c o n d i t i o n s p l o a n c e t h e r
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t o m e e t 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	o f a h o u s e u n d e r c o n s t r u c t i o n , h i g h l i g h t i n a	f e c t i v e s . A s t h e f o r u l o f s e c o n d i n t o j u i c e s h e t h e r e a	f r u i t . A s t h e f o r u l o f s e c o n d i n t o j u i c e s h e t h e r e a	r h a n d s o n t h e f i r i b s a n d t a k e a t h e y d e h i n k t h e	b e a t . S t u d e n t s a r e a s k e d w h e n t h e y h e a t h e y d e h i n k t h e
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r i n c i p l e s . . .	g t h e w o o d e n o r m e t a l f r a m e s . T h e t e a f c h e r a s k	s k e d t o o b l i n k b r e a t t h e b o d y i d g l e s a f i n g e r T	c h e r e x p l a i n s t h a t h e b o d y i d g l e s a f i n g e r T	t h . T h e y d e s c r i b e w h a t h e y r u e s (o r i b s m e o v i n	h e a r t i s d o i n g . T h e t e a c h e r u e s a ' S q u e z e B
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	i s f r a m e ? ' T h i s l e a d s t o t h e c o n c e p t o f t h e s k	w e d i g h t m o v e m e n t ? ' A c t i v i t y : ' T h e C i r c l e : ' T h e n o n R u b b l e r	e D i g e s t i v e B l a s t i c p e r i m e n t . S t u d e n t s p l a c	l , ' U r s i n g a p l a s t i c b o t t l e , t w o b l a t i o n s , a n	p w o r k s . A c t i v i t y : ' T h e C i r c l e : ' T h e n o n R u b b l e r
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	e l e t a l s y s t e m a s t h e ' f r a m e w o r k ' o f t h e h u m a	B a n d M o d e l ' S u l d e n t i f i c a t i o n s e h a u t a	B e a c r u a b l e r i n a p l a s t i c b a g w i t h a l l e s e h a u t e	d a r t u b l e r s h e r e (d i a p h a g m) t h e l l e s ' T h e y p	. ' S t u d e n t s r e p r e s e n t ' B l o o d C e l l s ' T h e y p
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	e r P l a t e S k e l e t o n ' a c t i v i t y w h e r e t h e y a s s e	u s c l e .W h e n t h e r e b o o d e r b a n d i n s p o r t e d (c o n s t r	s c r e e)t h e h u m b o o t t u n d i n s p o r t h o l e q u	n c r e a t e s a c t i o n , g o t h e ' H e p a r t l ' s s t a t i o n f o r a ' p u
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	t h e y i d e n t i f y m a j o r b o n e s l i k e t h e s k u l l r i	h e n t o d e c h t h e i r o w a t b r i n n e t o f e l t h e b i c e p t i g	e n t h e s m a l l i n t o t h e s t r i n g h e b o w l e q u i d	i n g a n d d e f l a t i n g s t a t i o n s r e t u r n i n g w e a c h r e	t h e ' B o d y C e l l s ' s t a t i o n s r e t u r n i n g w e a c h ' C
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	b s , a n d s p i n e .T h e t e a c h e r d e m o n s t r a t e s t h e	h t e n a n d p r e l a x a s t h i e y c l i f t a b o n k .A n a l y s i s	p a s s e d t h r o u g h w h i l e ' n f u g e s .W e c o u l d b e a	x p l a i n s t h e e x c h a n g e (r e d b a l l s) .A n a l y s i s : S t u	a r b o n D i o x i d e ' (r e d b a l l s) .A n a l y s i s : S t u
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	p r o t e c t i n g t h e s o f t e g g (b r a i n) . A n a l y s i s	s t i n g f o o d ' T h e s i c s h — S i m a l l I n t e s t i n b e e — L a r g e I	o p h t e a g u s — S t o m a c h — S i m a l l I n t e s t i n b e e — L a r g e I	h e y o u r h e a r t s h o w a t f a s t a g e r ? ' T h e a n s w e r i s t h a t	d y o u r h e a r t s h o w a t f a s t a g e r ? ' T h e a n s w e r i s t h a t
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	b	s	'	p	h
	)	,	u	a	x
	,	a	s	b	y
	a	n	h	o	i
	d	i	d	s	n
	s	n	y	t	a
	p	g	c	h	e
	i	'	a	n	p
	n	T	u	r	u
	a	h	s	i	t
	l	c	e	e	m
	c	o	y	f	a
	r	u	r	o	r
	d	s	r	y	n
	(	u	e	m	t
	b	a	n	u	s
	a	l	r	c	o
	c	l	y	g	e
	k	w	y	.	v
	b	o	.	r	e
	o	r	T	h	s
	n	k	e	p	y
	)	i	s		
	.	n	s	o	e

	A	p	m	n	l
	b	a	a	s	a
	s	i	l	b	n
	t	r	l	d	d
	r	s	i	e	c
	a	—	n	f	a
	c	w	t	o	r
	t	h	e	r	r
	i	e	s	t	i
	o	n	t	h	e
	n	n	n	i	s
	:	e	e	s	a
	T	c	i	b	w
	h	o	s	r	a
	e	n	w	e	y
	t	t	h	a	w
	e	r	e	t	a
	a	a	r	h	s
	c	c	e	i	t
	h	t	t	n	e
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	r	,	e	p	r
	e	t	'	r	o
	x	h	m	o	d
	p	e	a	c	u
	l	o	g	e	c
	a	t	i	s	t
	i	h	c	s	s
	n	e	'	.	l
	s	r	o	A	k
	t	r	f	a	p
	h	e	a	b	e
	a	l	a	p	c
	t	a	s	l	a
	t	x	o	r	r
	h	e	r	c	b

	e s k e l e t a l s y s t e m h a s t h r e e m a i n j o b s : s u p p o	s . M u s c l e s a r e m e d i c a l s t h i s j o b s : s u p p o	p t i o n n h a p p e n e s a s h e n d i f i n g n u t c h i e n f i t s r n o s t o h t h e b	a t i o n : T h e s a c h e n r i c a t i o n : S t u d e n t s o n l e a r n t	o n d i o x i d e . A p p l i c a t i o n : S t u d e n t s o n l e a r n t
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o	t	a	k	e	t	h	e	i	r	p	u	l	s	e	a	n	d	r	e	c	o	r	d	i	t	b	e	f	o	r	e	a	n	d	a	f	f	e	c	t	s	o	f	'	D	i	r	t	y	A	i	r	'	a	n	d	s	m	o	s	k	i	n	g	.	S	e	t	u	d	e	n	t	l	o	o	d	.	A	p	p	l	i	c	a	t	i	o	n	:	S	a	t	u	n	d	e	n	t	s	c	r	e	a	'	H	e	a	r	t	(	s	t	a	n	d	i	n	g	u	p	)	,	p	r	o	t	e	c	t	i	o	n	(	s	a	f	e	g	u	a	r	d	i	n	
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ter a 'Jumpling Jack' activity. They concluded
slightly more to keep the planning, such as plan
lth yMeal Plate' (Planning and deployment
prod uce heat. Applicable: Student's prac
gor gans), and move them (activities as levers).

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

more efficient at pumping blood.
estivesystemwork smoothly and preserve its components and identify new highly and successfully
in cardiac muscle. Appropriate: Studenski manual

	t e a ' S a f e t y C h e c k ' w h e r e t h e y i d e n t i f y w h i c	a r e b e i n g u s e d , s t r e s s i n g t h e i n d e e d f o r e x e r c	n s t i p a t i o n .		
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	h b o n e s p r o t e c t t h e m d u r i n g s p o r t s l i k e b i k i	i s e a n d p r o t e c t - r i c h f o o d .			
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	n g o r p l a y i n g c o n t a c t g a m e s , e m p h a s i z i n g t h				
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	e i m p o r t a n c e o f h e l m e t s a n d p r o t e c t i v e g e a				
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	r				
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 r e s	G r a d e 4 S c i e n c e L e a r n i n g ' s M a t h e r i a l , s k e	A n a t o m i c a l r e l e m e n t s L e a r n i n g p l a n s , t h e i c k s u b t	C r a c k i n g r e l e m e n t s , b a v e p l a n s , i c b a g s , w a t	P l a s t i c b o o t l e s (i f a v a i l a b l e , o r c u b e r s h e	S t e t h o s c o p e s (i f a v a i l a b l e) o r c u b e r s h e

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 h a t	l e t a l s y s t e m c h a o r d s t p a r i p l a t e s , b r a s s f a	e r b a n d s , c a r d b o r a r d n l o f t o n d a r y s .	e r , s t o c k i n g s o r f u n n e l s , ' P a t h o f F o o d ' s e q	t s , s t o r a g e s o f t h e P a r a c h e a s t o n d a l v e	r d t u b e s , r e d w a t e r s q u e z e b o t t l e , s a p w a t
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they are available in a searchable and inclusive.	steners, 'Egginar Bostedemo kit.	Involuntarily's or ting cards.	unenccards.	oli.	ch, pulserrate recordings sheets.
Opportunit	Inculsive	Differen	Conftextu	Integrat	

i t i e s f o r i n t e g r a t i o n :	e E d u t e d i o n : U s e t a c t i l e b o n e m o d e l e a r n i n g	t i a t e d I n t e r n e t : A g e b a t i o n e d o l o c a l F i l i n g	a l i z a t i o n : R e l a t e d i n f o r m a t i o n : F i l i n g	r a t i o n : S h o w : C o n n e c t i o n : A g e b a t i o n e d o l o c a l F i l i n g	i o n w i t h P . E : C o n n e c t i o n : A g e b a t i o n e d o l o c a l F i l i n g
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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	u a l l y i m p a i r e d s t u d e n t s t o f e l t h e s h a p e s o	r e s e a r c h e n d a m e s o f f e n d e r s (f e m u r	i n o f f e n d e r s (f e m u r	a n g e r o v e r t h e b e l o w d i f f e r e n c e s (f e m u r	f a t i g u e t h e p h y s i c a l i n c o n s i s t e n c y i n t h e u n i v e r s i t y
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ec h n o l o g y . W r i t e N / A i f f n o n e .	f t h e s k u l a n d r i b s .	, h u m e n u r i c e s) w h i l e s o u n d h p) a p p r o p r i e t y s o n m a i n f u n c t i	s t i c k y r i c e s . s o u n d h p) a p p r o p r i e t y s o n m a i n f u n c t i	o v i s u a l i z e d i n t e r n a t i o n a l p r o c e s s e s .	i n g s p o r t s o r p l a y .
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		o n s			
Assessments	Assessments reveal what learners have gained and what they still need help with. These are helpful in providing you with information to guide your future instruction.				
Formative Assessments	1. Which objectives are met? 1. How well do students understand the content? 1. What are the strengths and weaknesses of the students? 1. How are the students performing? 1. What are the common misconceptions?				

m e n t : C r e a t e a t a s k , a c t i v i t y , o r q u e s t i o n s t o e v a l u a t e l e	e s k e l e t a l s y e e m p r o t e c t s t h e b r a i n ? A . R i b	a u s e b o d y m o v e m e n t ? A . B g i n p u s h i n g t h e h e a r t B . L u n a	r o c e s s o f i g e s t i o n e c b e g i n g ? A . S t o m a c h B . S m a	n o r s a n s p m e p f o r t h e c i r c u l a t o r y s t e m ? A . L	s a h e u m d f o r t h e c i r c u l a t o r y s t e m ? A . L
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a r n i n g a n d p r o v i d e d f e d b a c k . (S t r i c t l y 5 M C Q s p e r s e s s i o n) .	c a g e B . S k u l C . S p i n e D . P e l v i s 2 . W h a t i s t h	w a y B . B y c o n t r a c t i n g a n d p u l l i n g u s 2 . W h e b o n e s	l l I n t e s t i n e C . M o u t h D . E s o p h a n g u s 2 . W h e a t i	g s C . S t o m a c h D . K i d n e t s . L i v e r 2 . W h a t a r e	u n g s B . B r a i n C . H e a r t D . L i v e r 2 . W h a t a r e
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	e m a i n f u n c t i o n o f t h e s p i r i t u o r b a c k b o n e ? A . T	C B y g e t i n g l o l l o n h a t e r D . B y t e u o r n o b i n g i r n o t m o t b o n e ?	s t h e l o n g i t u b e r o h a t c a r r i e s s f o o d i f r o m t h e m o u	e d t o a n k e i n h a t o c c u r r e n c y a b l o o d s t u r v o u g h o u t t h e b o
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	o d i g e s t f o o d B . T o p r o t e c t t h e s p i n a l c o n d a r n	2 . W h i c h o f t h e a s t e r a n v o l u n t a r y	t h i s c h e m a s c h e m a B e f o r e t h e p e o p l e c o n g r e s s .	n D i o x i d e r v e s B . T e n d o n s C O x y g e n D i o x i d e r v e s B . H e s e l s D i o x i d e r v e s B . I	d y ? A . N e r v e s B . T e n d o n s C O x y g e n D i o x i d e r v e s B . I
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	d	m	I	W	n
	s	u	n	h	t
	u	s	t	a	e
	p	c	e	t	s
	p	l	s	i	t
	o	e	t	s	i
	r	?	i	t	n
	t	A	n	h	e
	t	.	e	e	s
	h	H	D	n	
	e	e	.	a	3
	b	a	V	m	.
	o	r	e	o	W
	d	t	i	h	
	y	m	n	f	a
	C	u	3	t	t
	.	s	.	h	i
	T	c	.	e	s
	o	l	I	m	t
	p	e	n	u	h
	u	B	w	s	e
	m	.	h	c	p
	p	S	i	l	r
	b	t	c	e	i
	l	o	h	t	m
	o	m	o	h	a
	o	a	r	a	r
	d	c	g	t	y
	D	h	a	h	j
	.	m	n	e	o
	T	u	d	l	b
	o	s	o	p	o
	h	c	e	s	t
	e	l	s	t	h
	l	e	m	h	e
	p	C	o	e	b
	u	.	s	l	b

	s	L	t	u	l
	b	e	o	n	o
	r	g	f	g	o
	e	m	t	s	d
	a	u	h	e	i
	t	s	e	x	n
	h	c	n	p	t
	e	l	u	a	h
	3	e	t	n	e
	.	u	r	d	b
	W	s	i	a	o
	h	e	e	n	d
	i	d	n	d	y
	c	f	t	c	?
	h	o	a	o	A
	m	r	b	n	.
	i	u	s	t	T
	n	n	r	r	o
	e	n	p	c	r
	r	i	t	t	o
	a	n	i	?	t
	l	g	o	A	e
	m	D	n	.	c
	a	.	o	B	t
	k	I	c	c	h
	s	t	u	e	e
	o	s	?	B	r
	u	r	A	.	a
	r	i	.	H	i
	b	n	L	e	n
	o	n	a	a	B
	n	e	r	.	.
	e	l	r	T	o
	s	m	g		
	h	u	e		

	a r d a n d s t r o n g ? A . I r o n B . V i t a m i n C . C a l c i	s c l e 3 . W h e a r t e i n v o l u t a r y m u n s c l e s ? A . M u	I n t e s t i n e B . S t o m a c h C . S m a l l I n s t e t i n e D . M y	C . D i a p h r a g m D y T e n a c h e n a u t r i e n t s C . T o d i g e s t	t r a s p o r t o x y g e n d e n t r i e n t s C . T o d i g e s t
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	u	s	o	a	h
	m	c	u	i	e
	D	l	t	r	a
	.	e	h	s	v
	S	s	a	y	
	u	t	4	c	m
	g	h	.	s	e
	a	a	W	i	a
	r	t	h	n	l
	4	w	a	t	s
	.	e	t	h	D
	W	c	i	e	.
	h	h	s	l	T
	e	o	t	u	o
	r	h	n	h	
	r	e	e	g	
	e	m	s	l	
	d	a	w	d	
	o	i	h	t	
	t	m	n	e	
	w	j	r	e	
	o	v	e	s	
	b	e	b	g	
	o	B	o	a	
	n	.	f	s	
	e	M	t	e	
	s	u	h	x	
	m	s	e	c	
	e	c	d	h	
	t	e	i	a	
	t	s	e	n	
	o	t	s	e	
	a	h	t	h	
	l	a	i	a	
	l	t	v	p	
	o	w	e	p	

	w	o	s	e	4
	m	r	y	n	.
	o	k	s	s	?
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	e	u	e	A	h
	m	t	m	.	y
	e	o	?	B	d
	n	m	A	r	o
	t	a	.	o	e
	?	t	T	n	s
	A	i	o	c	t
	.	c	p	h	h
	M	a	u	i	e
	u	l	m	B	h
	s	l	p	.	e
	c	y	b	A	a
	l	w	l	r	t
	e	i	o	v	b
	B	t	o	e	e
	.	h	d	o	a
	S	o	B	l	i
	k	u	.	C	f
	i	t	T	.	a
	n	u	o	C	s
	C	s	b	r	a
	.	t	r	e	p
	J	h	e	a	i
	i	n	k	l	d
	n	k	d	l	u
	t	i	o	a	r
	D	n	w	r	i
	.	g	n	i	n
	T	C	f	e	g
	e	.	o	s	e
	n	M	o	D	x
	d	u	d	.	e

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

	s	s	e	n	p
	y	t	s	y	m
	s	h	D	o	o
	t	a	.	u	r
	e	t	T	b	e
m	d	o	r	o	x
?	o	s	a	y	
A	n	o	p	t	g
.	W	t	p	h	e
e	m	o	r	i	n
w	o	v	t	n	o
u	e	t	?	t	
l	a	h	A	h	
d	t	e	.	e	w
b	a	b	I	t	o
e	l	d	m	r	k
a	s	y	o	k	
h	4		v	i	n
a	.	5	e	n	g
p	W	.	s	g	m
e	h	W	d	o	u
l	i	h	h	o	w
e	c	h	t	n	c
s	s	i	a	l	
p	y	s	n	e	s
i	s	t	d	s	C
l	t	h	f	l	.
e	e	r	a	B	
o	w	o	t	e	c
f	o	l	t	c	a
f	r	e		u	
l	e	k	o		

	s	s	f	n	s
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	e	e	e	t	l
	w	l	e	m	u
	o	y	t	o	n
	u	w	h	v	g
	l	i	i	s	a
	d	t	n	d	r
	b	h	d	i	p
	e	t	g	C	r
	s	h	e	.	e
	t	e	e	I	s
	r	m	s	t	t
	o	u	t	s	i
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	b	o	b	w	d
	r	a	w	a	i
	e	l	a	t	s
	a	l	t	e	a
	t	o	r	p	b
	h	w	r	r	
	e	u			

	f a s t e r D .N o t h i n g w o u l d c h a n g e	s t o w a r l k ? A .D i g s t i v e B .S k e r p i e t a l C .R e s p i r	B .T o g r i n d f o o d i n t o s m B .S l e r p i e c e s C .T o p u m	e a r s	a i n 5 .H o w m a n y c h a m b e r s a r e i n a h u m a n h e a r
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		a t o r y D . C i r c u l a t o r y 5 . W h a t c o n n e c t s m u s c	p b l o o d D . T o b r e a t h e i n a i r		t ? A . T w o B . T h r e e C . F o u r D . F i v e
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		l e s t o b o n e s ? A . J o i n t s B . L i g a m e n t s C . T e n d o			
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		n s D . S k i n			
W a y s F o r w a r d .	Meaningful learning can also happen beyond the classroom - 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	D r a w n ' S f u p e r h e d	I d e n t i f y t h e e d	K e e p ' F i o w d L o g '	I n t e r v e s t i g a t i o n	C r e a t e a n i m a t i o n a l p r o j e c t

lost embryos showing 'Heart-Hyaline' and a
 lymphatic network (like a frog's) and a
 forerunner of the endoderm (like a frog's)
 ailyacativities that develop into a
 o'and label which parts of the
 ngoppourtunities: Suggestions to the
 learner in experience

e s o u t s i d e t h e c l a s s r o o m / c l a s s h o u r s t h a t l e a r n e r s m a y w a n t	s t e m h e r e p e t h e m p r e n a r f l o r m t h e s i r p o t w e r s (e . g . h	a n d t h e r e p e t e n f l o r m t h e s i r p o t w e r s (e . g . h	t o d d i g e s t (l i b r e a r t h i n g c e v e r s u s t h o s e t h a t	s k h o w t h e i r b r e a t h s , s l e e p i n g e a r l y , a n d s t a	e a t i n g v e g e t a b l e s , s l e e p i n g e a r l y , a n d s t a
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t o a c c e s s t o r e i n f o r c e w h a t t h e y h a v e l e a r n e d . . .	a r d s k u l l f o r h e a d b u t t i n g) .	u n t a r y m u s c l e s .	k e m o r e t i m e .	w o r k o u t .	y i n g a c t i v e .
R e f l e c	(T o b e f i l	(T o b e f i l	(T o b e f i l	(T o b e f i l	(T o b e f i l

t i o n s : Think about what you need to change for the next	le d o u t a f t e r t h e l e s s o n) R e f l e c t i o n P r o m p t : Did the	le d o u t a f t e r t h e l e s s o n) R e f l e c t i o n P r o m p t : Did the	le d o u t a f t e r t h e l e s s o n) R e f l e c t i o n P r o m p t : Did the	le d o u t a f t e r t h e l e s s o n) R e f l e c t i o n P r o m p t : Did the	le d o u t a f t e r t h e l e s s o n) R e f l e c t i o n P r o m p t : Did the
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i o n b a s e d o n w h a t h a p p e n e d t o d a y .	l e a r n e r s e a s i l y g r a s p t h e c o l o r e c o n c e p t i n t r o d u c e d t o	g u i d e d p r a c t i c e f f e c t i v e l o y t r a n s l a t e i n t o i n d e p e n t	a r t o f t h e c o l l a b o r a t i v e a s k c h a l l e n g e d t h e s t u d e n t	l d i d t h e f o r m a t i v e a s s e s m e n t r e f l e c t i o n g e n d	r c e n t a g e o f t h e c l a 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 i n d e n d
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	d a y ?	d e n t s u c c e s s ?	s t h e m o s t ?	b j e c t i v e s ?	f t h e w e e k ?
Prepared by: Teacher			Checked by: Principal / Head		