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Lesson Exemplar for Science

Week

7

Lesson Exemplar for Science Grade 5
Quarter 2: Week 7
SY 2024-2025

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Development Team
Management Team
Juan Dela Cruz, Juan Dela Cruz, and Juan Dela Cruz

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LESSON EXEMPLAR TEMPLATE

SCIENCE/SECOND QUARTER/ GRADE FIVE

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES

A. Content Standards	Plants have specialized structures that help them overcome unfavorable conditions.
B. Performance Standards	By the end of the Quarter, learners describe and create models of the body systems whose function is to help humans grow, develop, and reproduce. They use tables to group living things as plants, animals, or microorganisms. They use skills of observation, predicting, measuring, and recording to plans and carry out a simple activity to observe the life cycle of a plant and compare it to the life cycles of animals.
C. Learning Competencies and Objectives	<i>The learners</i> describe the purpose of specialized structures in plants, such as rhizomes, tubers, thorns, bulbs, and aerial roots Objective By the end of this lesson, students will be able to: 1. Identify and describe the specialized structures in plants such as rhizomes, tubers, thorns, bulbs, and aerial roots. 2. Explain how each of these structures benefits the plant in its specific environment.
C. Content	Specialized structures in plants
D. Integration	Diversity of Life

II. LEARNING RESOURCES

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III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
A. Activating Prior Knowledge	1. Short Review (DAY 1) Interactive Labeling Strategy. Draw a basic outline of a plant on the board, including prominent roots, a stem, and a few leaves. Label each part clearly. 1. Stems: Ask a student to come up and place labels next to the stem. They should choose from keywords like "support", "water transport", and "photosynthesis". As they do, briefly explain that stems help in supporting the plant to stand upright, transporting nutrients and water from the roots to the leaves, and in some plants, assisting in photosynthesis. 2. Roots: Invite another student to select appropriate labels for roots, such as "anchoring", "absorption", and "food storage". Discuss how roots anchor the plant firmly in the soil, absorb water and minerals, and store food in some plants.	Create an interactive and visually engaging session. Briefly introduce the session's focus on reviewing plant structures, emphasizing the importance of understanding both basic and specialized structures. Materials:

	3. Leaves: Have another student attach labels to the leaves with terms like "photosynthesis", "gas exchange", and "water retention". Explain that leaves are primarily involved in photosynthesis, exchanging gases like oxygen and carbon dioxide, and in some plants, retaining water Recap the functions as they are displayed on the board and emphasize how each part contributes to the plant's overall health and survival. Ask if there are any quick questions or clarifications needed.	• Whiteboard or chalkboard • Markers or chalk in various colors • Pre-prepared labels or magnets with keywords ("water transport", "support", "photosynthesis", "anchoring", "absorption", "food storage", "gas exchange", "water retention") • Pre-prepared labels or magnets with the names and key functions of each specialized structure ("rhizomes", "tubers", "thorns", "bulbs", "aerial roots") • Pre-prepared diagrams or pictures of basic plant parts (stems, roots, leaves) and specialized structures (rhizomes, tubers, thorns)
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B. Establishing Lesson Purpose	1.Lesson Purpose Introduction to Specialized Structures Quickly draw a simple schematic on the board that includes spaces for each specialized structure: rhizomes, tubers, thorns, bulbs, and aerial roots. Explain the Specialized Structures. Start by explaining what specialized structures are: <i>adaptations that plants develop to survive in their environments beyond the basic functions of stems, roots, and leaves</i>. State that these structures can help in storage, protection, reproduction, and survival in challenging conditions. Engage the participation of learners through Interactive Labeling Strategy. Ask the student to attach and label the parts as you discuss them. 1. Rhizomes: Attach the label and explain that rhizomes are underground stems that grow horizontally, storing nutrients and helping with vegetative reproduction. 2. Tubers: Place the label and discuss how tubers are enlarged structures, usually parts of rhizomes or stolons, that store nutrients. 3. Thorns: Affix the label and describe thorns as sharp, hardened structures that protect the plant from herbivores. 4. Bulbs: Label bulbs and explain that they are short stems surrounded by fleshy leaves that store food during dormancy. 5. Aerial Roots: Finally, attach this label and tell students that aerial roots are roots above the ground that help absorb moisture and nutrients from the air, supporting the plant in non-traditional soil environments. Review the key points displayed on the board. Encourage students to think about how these structures might appear in everyday plants they encounter, preparing them for a more detailed exploration in future lessons.	
	2.Unlocking Content Area Vocabulary	

	Comparing Basic and Specialized Structures (Enable students to visually identify and understand the similarities and differences between basic and specialized plant structures. Draw two columns on the board labeled "Basic Structures" and "Specialized Structures." Underneath, sketch or place prepared diagrams of basic parts like stems, roots, and leaves on one side, and rhizomes, tubers, and thorns on the other. Interactive Discussion and Labeling Rhizomes and Tubers: Start by asking, "How do rhizomes and tubers extend the functions of roots and stems?" As students respond, write their ideas under the diagrams. Highlight that both rhizomes and tubers store nutrients, but rhizomes also help in propagation, much like stems. Thorns: Then move on to thorns, asking, "How do thorns differ from the usual functions of stems and leaves?" Allow students to contribute thoughts, and then emphasize thorns' roles in protection and, in some cases like cacti, water storage. Quick Contrast. Draw lines to connect the basic structures with their specialized counterparts, noting similarities and differences. For example, connect stems to thorns and rhizomes, noting that while all can support the plant, thorns also offer protection, and rhizomes assist in vegetative reproduction. Recap the key contrasts, such as tubers primarily serving as storage organs extending the function of roots, unlike typical roots that primarily absorb nutrients and water. Summarize the main points discussed, reinforcing the idea that while basic plant structures perform fundamental roles, specialized structures adapt these roles to enhance survival and efficiency in specific environments	
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C. Developing and Deepening Understanding	Day 2 – Week 7 SUB-TOPIC 1: Specialized Structures Explicitation TASK 1 Interactive Labeling and Discussion. Draw a large chart on the board with columns for each specialized structure and rows for features like function, ecological role, and example plants. Begin by briefly explain the purpose of the activity, focusing on understanding how these structures help plants adapt to their environments. 1. Rhizomes and Tubers: Start with rhizomes and tubers. Place images at the top of their respective columns and use magnetic labels to identify their functions (e.g., storage of starches, propagation). Invite students to come up and place labels under the correct headings and discuss how these structures help in plant survival and reproduction. 2. Thorns: Add thorns to the board, discussing their protective role. Use specific examples like roses for visual impact. Include a mini recitations where students guess the function of thorns on different plants shown in images. 3. Bulbs: Discuss bulbs, emphasizing their role in storing food and facilitating growth after dormancy. Use the group interaction to match bulbs with their typical growth cycles and climatic adaptations. 4. Aerial Roots: Lastly, explain aerial roots with examples like orchids. Have students attach features to this column that highlight moisture and nutrient absorption and discuss the significance in tropical and swampy habitats. Quickly review all the information on the board, asking students to recall one key function of each structure. Use prepared questions to facilitate a quick quiz, reinforcing learning and ensuring students can distinguish between the structures and understand their specific roles in plant adaptation.	Draw a large chart on the board with columns for each specialized structure and rows for features like function, ecological role, and example plants. Materials: • Large whiteboard • Different colored markers • Magnetic labels or sticky notes with key terms and functions • Diagrams or images of each structure (either printed large enough to be seen from the back of the room or digitally projected if available) • Sample questions for review/quiz. (See Attached sample questions) • Handouts (see attached Handout)
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Summarize the lesson, emphasizing the ecological importance of understanding plant structures.

Sample Questions for short Quiz:

1. Multiple Choice: What is the primary function of rhizomes?
 - A) To protect the plant from predators
 - B) To store starches and proteins
 - C) To attract pollinators
 - D) To absorb light
2. True/False: Tubers are a type of root.
Answer: False (They are thickened parts of stems.)
3. Short Answer: Explain how thorns help protect a plant.
4. Multiple Choice: Which of the following structures is known for its ability to store food during the dormancy period?
 - A) Aerial roots
 - B) Thorns
 - C) Bulbs
 - D) Rhizomes
5. True/False: Aerial roots are commonly found in desert plants.
Answer: False (They are typically found in humid environments.)
6. Multiple Choice: Which specialized structure is primarily involved in vegetative propagation?
 - A) Bulbs
 - B) Thorns
 - C) Rhizomes
 - D) Tubers
7. Short Answer: Describe the ecological role of tubers in plant survival.
8. Multiple Choice: What is a common feature of plants with aerial roots?
 - A) They often grow in arid environments.
 - B) They can absorb moisture and nutrients directly from the air.
 - C) They mainly grow underground.
 - D) They are primarily used for reproduction.

	9. True/False: Bulbs participate in the plant's seasonal growth cycles by allowing rapid growth when conditions are favorable. Answer: True 10.Short Answer: Compare and contrast the functions of rhizomes and tubers. Handout: Summary of Specialized Plant Structures	
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Handout #2

Summary of Specialized Plant Structures By Halimah B. Macada-ag

This handout provides a concise overview of the functions and ecological roles of various specialized plant structures.

1. Rhizomes

- Definition: Underground stems that grow horizontally beneath the soil surface.
- Functions:
 - Store starches and proteins.
 - Facilitate vegetative reproduction, enabling the plant to spread and colonize new areas.
- Examples: Ginger, bamboo.

2. Tubers

- Definition: Thickened portions of stems or roots, usually found underground.
- Functions:
 - Store nutrients, including starches, which are crucial for the plant's survival during winter or dry periods.
 - Serve as a reproductive method for some species, allowing new plants to sprout from the tubers.
- Examples: Potatoes, sweet potatoes.

3. Thorns

- Definition: Sharp, hardened extensions of stems or leaves.
- Functions:
 - Provide protection against herbivores.
 - In some plants, like certain cacti, thorns may also help reduce water loss by shading the plant surface.
- Examples: Roses, cacti.

4. Bulbs

- Definition: Short stems surrounded by fleshy scales, or modified leaves, usually found underground.
- Functions:
 - Store food during dormancy periods to support new growth during the favorable season.
 - Facilitate survival during adverse conditions by conserving energy and resources.
- Examples: Tulips, onions.

5. Aerial Roots

- Definition: Roots that grow above the ground.
- Functions:
 - Absorb moisture and nutrients directly from the air, beneficial in humid environments.
 - Help in physical support and stabilization in some species by attaching to nearby structures.
- Examples: Orchids, mangroves.

	Day 3 – Week 7 Worked Example TASK 2 Identification Activity. Distribute the plant samples or images among the student groups. Each group gets several samples or images, ensuring all types of structures are covered. Students examine their samples or images and use provided labels to identify and tag the specialized structures (rhizomes, tubers, thorns, bulbs, aerial roots). Each group shares their findings with the class. Encourage interactive feedback and additional insights from other groups and the teacher. Walk around to assist groups, provide hints, and ensure correct identification. Please use these guide questions to prompt critical thinking and deeper understanding of each structure's functional role: 1. How do rhizomes contribute to a plant's survival and propagation in their environment? Consider their role in both storage and vegetative reproduction. 2. Why are tubers particularly important for plants in environments with seasonal variations or harsh conditions? Discuss how their nutrient storage capacity supports the plant during unfavorable periods. 3. In what ways do thorns help protect plants from herbivores? Explore how this adaptation might be advantageous in environments with a high presence of grazing animals. 4. How do bulbs assist plants in surviving through dormant periods, particularly in regions with distinct seasonal changes? Reflect on their ability to store food and facilitate rapid growth. 5. Why are aerial roots an essential adaptation for plants in humid or swampy environments? Discuss how these roots enhance the plant's ability to absorb moisture and nutrients from the air. 6. What are the main functions of the structure you're studying? 7. How does this structure help the plant survive in its environment?	Materials: • Real-life plant samples or high-quality images showing rhizomes, tubers, thorns, bulbs, and aerial roots. • Labels or tags for identification. • Whiteboard and markers. • A video MODIFICATION OF ROOT, STEM AND LEAF Macmillan Education India, Macmillan Education India Private Limited • https://www.youtube.com/watch?v=1K_G4UXc3s0).
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	8. What makes this structure different from common plant parts like leaves or roots? 9. How does the structure benefit the plant in competing for resources or avoiding threats? 10. In what ways do humans benefit from this plant structure? Video Session: Introduce the video, explain its relevance and what the students should pay attention to, especially how it ties into what they've just learned. <i>MODIFICATION OF ROOT, STEM AND LEAF</i> Macmillan Education India, Macmillan Education India Private Limited <u>https://www.youtube.com/watch?v=1K_G4UXc3s0</u>	
	Day 4 – Week 7 Lesson Activity TASK 3 Briefly introduce the concept of specialized plant structures. Explain why plants develop these specialized structures and their importance in adaptation and survival. Then guide the learners to perform Activity 1: Exploring Specialized Plant Structures. Activity 1: Exploring Specialized Plant Structures Duration: 50 minutes Objectives: Identify various specialized plant structures. Describe the purpose and ecological advantages of each specialized structure. Materials: Real-life plant samples or detailed images of plants with rhizomes, tubers, thorns, bulbs, and aerial roots.	

Labels and markers.
 Large paper sheets or a whiteboard.
 Printed worksheets with diagrams and information on each structure.
 Worksheet #1: **Specialized Plant Structures**

Instruction:

Divide students into small groups and provide each group with samples or images of plants.
 Each group receives a set of labels with the names of different specialized structures.
 Task the students to identify and label the structures on their samples or images.
 Walk around to assist and provide hints if necessary.
 Once the structures are identified, each group uses a worksheet to write down their observations about the purpose of each structure they identified.
 Each group presents their findings to the class. Encourage other groups to ask questions and provide additional information if they have studied the same structure.

Use these rubrics in grading their presentation.

Group Presentation Rubric: Specialized Plant Structures

Criteria	Excellent (4 points)	Good (3 points)	Satisfactory (2 points)	Needs Improvement (1 point)
Content Accuracy	All information presented is accurate and well-researched, covering all aspects required.	Most information is accurate; minor errors or omissions in content.	Information presented has several inaccuracies or is incomplete.	Many inaccuracies or critical information is missing.
Clarity & Organization	Presentation is exceptionally clear and well-organized; logical flow makes it easy to follow.	Presentation is clear and mostly well-organized; generally	Presentation has some organization; may be hard to follow at times.	Presentation lacks clear organization, making it difficult to understand.

		easy to follow.		
Use of Visuals	Visual aids are relevant, clear, and enhance the presentation effectively.	Visual aids are used and generally support the presentation.	Visuals are used but do not clearly support the content or are somewhat unclear.	Visuals are poorly related to the content or are confusing.
Teamwork	Excellent collaboration among group members. All members participate actively.	Good collaboration ; most members participate.	Some collaboration, but some members do not participate actively.	Poor collaboration ; one or two members dominate or others do not participate.
Engagement	Engages the audience with questions/interactive elements; responds well to questions.	Generally engages the audience; responds to questions adequately.	Limited engagement with the audience; hesitant or unclear responses to questions.	Does not engage the audience or cannot respond to questions.
Presentation Skills	Demonstrates excellent speaking skills; maintains eye contact, clear voice, and confident posture.	Good speaking skills; mostly maintains eye contact and clear voice.	Adequate speaking skills; occasional eye contact and understandable voice.	Poor speaking skills; reads from notes, mumbles, or avoids eye contact.

Scoring Guide:

- 16-20 points:** Outstanding performance, demonstrates deep understanding and effective communication skills.

	• 12-15 points: Good performance with minor areas for improvement. • 8-11 points: Satisfactory performance, but with noticeable deficiencies. • 4-7 points: Needs significant improvement in content understanding or presentation skills.																																	
D. Making Generalizations	1. Learners' Takeaways (DAY 4) Complete-the-table Activity: Begin by Draw a simple table and ask volunteers to come up and fill in information about each structure, such as its function and an example of a plant that has it. <table><tr><th>Specialized Structure</th><th>Basic Plant Part Counterpart</th><th>Function</th><th>Examples of Plants</th></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table> Please be guided by the table. Summarize the key points of the lesson. Encourage students to think about how <table><tr><th>Specialized Structure</th><th>Basic Plant Part Counterpart</th><th>Function</th><th>Examples of Plants</th></tr><tr><td>Rhizomes</td><td>Stems</td><td>Underground stems that store nutrients and help in vegetative</td><td>Ginger, Turmeric, Ferns</td></tr></table>	Specialized Structure	Basic Plant Part Counterpart	Function	Examples of Plants																					Specialized Structure	Basic Plant Part Counterpart	Function	Examples of Plants	Rhizomes	Stems	Underground stems that store nutrients and help in vegetative	Ginger, Turmeric, Ferns	
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Rhizomes	Stems	Underground stems that store nutrients and help in vegetative	Ginger, Turmeric, Ferns																															

			reproduction.		
	Tubers	Stems	Swollen, underground stems that store food to support new growth and survival during unfavorable conditions.	Potatoes, Sweet potatoes, Yam	
	Thorns	Stems or Leaves	Modified stems or leaves that protect the plant from herbivores.	Rose, Hawthorn, Bougainvillea	
	Bulbs	Stems	Underground storage organs that allow plants to survive dormant periods and regrow annually.	Onions, Tulips, Lilies	
	Aerial Roots	Roots	Roots that grow above the ground and help in absorption of moisture and nutrients from the air, often supporting the plant physically.	Orchids, Banyan trees, Ivy	

	2. Reflection on Learning	
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IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION		NOTES TO TEACHERS
A. Evaluating Learning	1. Formative Assessment (DAY 5) Instructions: Answer the following questions based on your knowledge of specialized plant structures. Multiple Choice Questions What is the primary function of rhizomes? - Protection from predators - Storage of nutrients - Attraction of pollinators - Water absorption Which plant part does a tuber resemble? - Leaf - Stem - Root - Flower Thorns are modified versions of which of the following plant parts? - Roots - Stems - Leaves - B and C are correct Which of the following is NOT a function of aerial roots? - Support the plant physically - Absorb nutrients from the soil	Key Answer: Rejoinder Multiple Choice Questions B) Storage of nutrients B) Stem D) B and C are correct B) Absorb nutrients from the soil B) Food storage C) Ginger C) Yams C) Tropical trees C) Protect plants from herbivores C) Bulb True/False Questions - False - Tubers are modified stems, not roots. - True - Rhizomes can survive underground and store nutrients.

	C) Absorb moisture from the air D) Help in climbing 5. Bulbs are primarily used for: A) Flower production B) Food storage C) Water storage D) Seed dispersal 6. Which plant uses rhizomes to propagate? A) Potato B) Rose C) Ginger D) Tulip 7. Which of the following plants have tubers? A) Orchids B) Lilies C) Yams D) Roses 8. Aerial roots are most commonly found in: A) Desert plants B) Aquatic plants C) Tropical trees D) Temperate shrubs 9. Thorns serve primarily to: A) Store food B) Propagate new plants C) Protect plants from herbivores D) Attract insects 10. Which type of plant structure is an onion an example of? A) Rhizome B) Tuber C) Bulb D) Aerial root True/False Questions	13. True - Bulbs can regenerate into new plants each growing season. 14. False - Thorns are primarily used for protection; in some succulents, they may help in water storage, but it's not their primary function. 15. False - Aerial roots are commonly found in humid, not arid, environments. Short Answer Questions 16. Bulbs function as storage units for food which enables plants to survive dormant periods and regrow annually. They store necessary nutrients during the off-season when the plant is not actively growing. 17. Thorns on a rose protect it from being eaten by herbivores. They serve as a physical barrier, deterring animals from feeding on the plant. 18. Aerial roots in orchids allow them to absorb moisture and nutrients directly from the air, which is beneficial in their natural tree-canopy habitats where
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	11. Tubers are a type of root. (True/False) 12. Rhizomes can help a plant survive underground. (True/False) 13. Bulbs can regenerate into new plants each year. (True/False) 14. Thorns are primarily used for water storage in succulents. (True/False) 15. Aerial roots are often seen in arid environments. (True/False) Short Answer Questions 16. Describe the function of bulbs in plant survival. 17. What is the advantage of having thorns for a plant like a rose? 18. Explain why aerial roots are beneficial for orchids. 19. Name three plants that utilize tubers for nutrient storage. 20. How do rhizomes differ from regular stems?			competition for resources at ground level is intense. 19. Three plants that utilize tubers for nutrient storage include potatoes, sweet potatoes, and yams. 20. Rhizomes differ from regular stems as they grow horizontally underground. They are specialized to store food and often help in vegetative reproduction, allowing plants to spread horizontally beneath the soil surface
B. Teacher's Remarks	<i>Note observations on any of the following areas:</i>	Effective Practices	Problems Encountered	
	<i>strategies explored</i>	This section should capture what strategies have been successfully employed during the observed activities. It could include innovative teaching techniques, group work, or the use of technology that improved the learning process.	In this part, you would document any issues or challenges encountered during the lesson. These might include difficulties in grasping certain concepts, distractions, or obstacles to active engagement.	
	<i>materials used</i>	Note what teaching materials or resources were particularly effective in enhancing the learning	Document any problems with materials or resources that hindered the learning process. For example,	

		experience. This could involve textbooks, multimedia presentations, or hands-on materials	outdated textbooks, technical issues with digital resources, or a lack of essential materials	
	<i>learner engagement/interaction</i>	Observe how well the students were engaged with the lesson. Effective practices might include students participating actively in discussions, asking questions, or demonstrating enthusiasm for the topic	Mention any instances where learner engagement was lacking, such as disinterest, distractions, or difficulty in understanding the subject ma	
	<i>others</i>	This section is for any notable positive practices that don't fit within the categories above. It could include classroom management techniques, the use of assessment tools, or successful communication with students	Document any miscellaneous issues or problems that don't fall under the previous categories. These could encompass behavioral problems, communication challenges, or other noteworthy concerns.	
C. Teacher's Reflection	<i>Reflection guide or prompt can be on:</i> ▪ <i><u>principles behind the teaching</u></i> <i>What principles and beliefs informed my lesson?</i> <i>Why did I teach the lesson the way I did?</i> ▪ <i><u>students</u></i>			

	<i>What roles did my students play in my lesson?</i> <i>What did my students learn? How did they learn?</i> ▪ <u><i>ways forward</i></u> <i>What could I have done differently?</i> <i>What can I explore in the next lesson?</i>	
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<i>Prepared by: HALIMAH B. MACADA-AG</i>	<i>Validated by: MARIE GRACE S. CABANSAG/DOMINADOR D. MANGAO</i>
<i>Institution: MINDANAO STATE UNIVERSITY – MARAWI CAMPUS</i>	<i>Institution: Philippine Normal University North Luzon/PNU Manila</i>