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| Description: DEPED-NEW_e78wysqt  **GRADES 1 to 12**  **DAILY LESSON LOG** | **School:** | **DepEdClub.com** | **Grade Level:** | **V** |
| **Teacher:** | **File Created by Ma’am EDNALYN D. MACARAIG** | **Learning Area:** | **SCIENCE** |
| **Teaching Dates and Time:** | **JANUARY 4 – 6, 2023 (WEEK 7)** | **Quarter:** | **2ND QUARTER** |

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|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |

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| **I.OBJECTIVES** |  | | | | |
| **A.Content Standards** | The learners demonstrate understanding of how plants reproduce | | | | |
| **B.Performance Standards** | The learners should be able to illustrate the reproductive organs of plants | | | | |
| **C.Learning Competencies/Objectives** | describe the different modes of  reproduction of flowering plants.  S5LT-IIg-7 | describe the different modes of reproduction of flowering plants.  S5LT-IIg-7 | describe the different modes of  reproduction of mongo and other flowering plants.  S5LT-IIg-7 | describe the different modes of  reproduction of moss and ferns.  S5LT-IIg-7 | show the different modes of  reproduction of flowering and non - flowering plants.  S5LT-IIg-7 |
| **II.CONTENT** | Modes of Reproduction in Plants | Modes of Reproduction in Plants | Modes of Reproduction in Plants | Modes of Reproduction in Plants | Modes of Reproduction in Flowering and Non-flowering Plants |
| **III.LEARNING RESOURCES** |  | | | | |
| A.References |  |  |  |  |  |
| 1.Teacher’s Guide pages |  |  |  |  |  |
| 2.Learners’s Materials pages |  |  |  |  |  |
| 3.Textbook pages | The Wonderful World of Science 4, Natividad A. del Prado,  pp. 96 – 113 | The Wonderful World of Science 4, Natividad A. del Prado, pp.108-115 | The Wonderful World of Science by Natividad A. del Prado, pp. 123-139 | Cyber Science 5, by Nicetas G. Valencia and Hayda M. Villona, Ph. D.,pp. 148-150 | The Wonderful World of Science 4, Natividad A. del Prado, pp.108-115 |
| 4.Additional materials from learning resource (LR) portal |  | (https://www.youtube.com/watch?v=drcnTg7ZCoc) | https://www.youtube.com/watch?v=eu\_l80m7K2o (Climbing Beans)  https://www.youtube.com/watch?v=2ycl2E9r-\_o (Sexual  Reproduction in Plants) | https://www.youtube.com/watch?v=jcWYAnmm-QE  (Moss reproduction)  https://www.youtube.com/watch?v=bpYshQ7Ym\_I  (Life Cycle of Fern) |  |
| B.Other Learning Resource | pictures, activity sheet, powerpoint presentation |  |  | Activity sheet, powerpoint presentation, chart, puzzle, pictures | Activity sheet, chart, PowerPoint presentation, pictures of flowering and non-flowering plants |
| **IV.PROCEDURES** |  | | | | |
| A.Reviewing previous lesson or presenting the new lesson | Game: “Pair Me Up”. Match the words in the metacards with their  descriptions. Five male pupils will be called to hold the metacards  with words and another five female pupils will hold the metacards  with descriptions. | “Help Me Bloom”. The teacher will make a big cut out of a flower with 5 petals. This flower is still a bud. Each petal will be opened by a pupil who answered the question correctly to help the flower bloom. Every petal will have a congratulatory/complimentary message.  Questions:  1. To what classification of plants do papaya, ampalaya, santol, rose, santan and eggplants belong, flowering or non-flowering plants? (flowering plants)  2. What type of reproduction happens in rambutan and squash plants? (sexual reproduction)  3. When plants reproduce through other plant parts like stems and leaves, \_\_\_\_\_\_\_\_\_ takes place. (asexual reproduction)  4. Sexual reproduction in plants takes place when \_\_\_\_\_\_\_\_\_ are planted. (seeds)  5. From what part of the plants do seeds come from? (flowers)  Congratulations! You helped the flower bloom today! Now, it’s time for you to bloom in the class, too. | Game: “Pop Me Up”. Seven questions written on the strips of paper are rolled and will be placed in a bottle. The interested pupil will pop the bottle up and pick one rolled paper. For every correct answer, the class will show two thumbs up.  1. How do onions multiply?  2. What examples of runners can you give?  3. How do ginger plants reproduce?  4. How do katakataka and welcome plants grow?  5. How are santan, San Francisco, rose plants planted?  6. How do camote, potato, gabi and ube grow?  7. What type of reproduction do some flowering plants have if they do not have seeds? | Word Hunt”. Look for the words associated with sexual  reproduction in flowering plants   |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |  |  |  |  | | “Guess How”. The pupils will arrange the steps that refer to the  different modes of moss and fern reproduction inside the speech  balloons. Write numbers 1-4 for moss and 1-5 for fern |
| B.Establishing a purpose for the lesson | “Who among you love flowers? Why do you love them?  Can you name some of them?  Today, we are going to describe the different modes of reproduction in flowering plants | “Most plants grow from seeds. But look at the plants in the  pictures. Will you identify them?”  Do they have seeds? If they don’t have seeds, how do they reproduce?  Some plants reproduce or produce other plants like themselves in other ways. Today, we are going to describe the different modes of reproduction in other flowering plants | “Last Monday, I told you to soak 10 mung bean seeds (mongo seeds) in a transparent container with wet cotton and another 10 planted in can with soil.  Today, we are going to describe the different modes of reproduction of mongo and other flowering plants  Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more | Most of the plants on earth are flowering plants which are called ANGIOSPERMS. You have learned that they reproduce with seeds that are contained in fruits. Will you name some of them?  What about the non-flowering plants? How do they reproduce? There are some simple plants that don’t bear seeds. They reproduce in other ways. Will you guess which are they?  The teacher will show a simple terrarium with many moss and ferns.  Today, we are going to describe the different modes of reproduction in flowering plants. | “No living thing will live forever. Plants, like people and animals  are living things. We don’t expect them to live forever. How will  they perpetuate or continue their species? What characteristic of  plants enables them to grow and multiply? (Through reproduction)  Plants carry out reproduction in different ways. Today, you are  going to show the different modes of reproduction of flowering and  non-flowering plants |
| C.Presenting Examples/ instances of the new lesson | I.GROUP the class into six.  II.Setting of Activity Standards  III.Distribute the activity sheets and materials to be used.  IV.Instruct the pupils to perform the activity on flowering plants.  Activity 1: “Guess How I Become Many”  I. Problem: How do flowering plants reproduce?  II. Materials: pictures of flowering plants  III. Procedure:  1. Identify the flowering plants in the pictures.  2. Think and identify how they reproduce.  3. Classify them under the proper column by putting a check  in the box   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Flowering Plant** | **Through Seeds** | **Through**  **Stem Cutting** | **Through Leaf Cutting** | **Through**  **Suckers/**  **Underground shoots** | | 1. | | | | | | 2. | | | | | | 3. | | | | | | 4. | | | | | | 5. | | | | | | 6. | | | | | | 7. | | | | | | 8. | | | | | | 9. | | | | | | 10. | | | | | | Questions:  1. Which of the flowering plants grow from seeds?  2. Which of the flowering plants do not grow from seeds?  3. How do flowering plants reproduce? | | | | | | I. Group the class into six.  II. Setting of Activity Standards  III. Distribute the activity sheets and prepare the materials to be used.  IV. Instruct the pupils to perform the differentiated activities.  Activity 1: “What If We Don’t Have Flowers and Seeds?”  Group 1: Activity 1: 1 “I with an Eye”  I. Problem: How does a sweet potato or a camote  grow?  II. Materials: a camote with an “eye”, a glass, a  toothpick or matchstick, water  III. Procedure:  1. Set a camote in a glass half-filled with  water by using the toothpick. Make sure that  the “eye” touches the water.  2. Display the set up in the room. Observe the  camote for some days.  3. Observe the part of camote plant used for  growing.  IV. Questions (To be answered on Day 5 of the  week)  1. What appears from the camote’s “eye” after  some days?  2. Will these become another camote plant?  Why?  V. Conclusion  How does a sweet potato reproduce?  Group 2: Activity 1: 2 “Bulb-like Me”  I. Problem: How does an onion grow?  II. Materials: an onion with roots, a glass, water, a  toothpick or matchstick  III. Procedure:  1. Get an onion and insert a toothpick near its  top. Put the onion with its roots below in a  glass filled with water.  2. Display the set-up in the room. Observe the  bulb each day.  Questions: (To be answered on the Day 5 of  the Week)  a. What appears on the onion after few days?  b. If you plant this onion in good soil, what will happen?  IV.Conclusion  How does an onion reproduce?  Group 3: Activity 1: 3 “Cut Me Please”  I. Problem: How does a San Francisco reproduce?  II. Materials: cut stem of San Francisco  III. Procedure:  1. Cut a stem of a San Francisco plant.  2. Put this cut off stem in a glass of water.  3. Display the set-up in the room. Observe it  daily.  Questions: (To be answered on Day 5 of the  Week)  1. After some days, do you see some roots  2. starting to grow from the stems of the plant?  3. If you plant this stem in good soil, what will  happen?  IV. Conclusion  How does a San Francisco plant reproduce?  Group 4: Activity 1: 4 “Run After Me”  I. Problem: How does a grass reproduce?  II. Materials: uprooted grass, transparent disposable container with soil  III. Procedure:  1. Uproot a grass from your school ground.  2. Put this on the soil you prepared.  3. Display the set-up in the room. Observe it  daily.  Questions: (To be answered on Day 5 of the  week)  1. After some days, do you see some roots  2. starting to grow from the slender stems of the plant?  3. What will happen if you plant it back to the  school ground?  IV. Conclusion  How does a grass plant reproduce?  Group 5: Activity 1:5 “Creep Like Me”  I. Problem: How does a ginger reproduce?  II. Materials: mature ginger rhizome, transparent  container with soil  III. Procedure:  1.Plant the mature ginger rhizome in the  transparent container with soil.  2. Display the set-up in the room. Observe it  after some days.  Questions: (To be answered on Day 5 of the Week)  1. After some days, do you see some roots starting to grow from the creeping underground stems of the plant?  2. What will happen if you plant it in your vegetable garden?  IV. Conclusion  How does a ginger plant reproduce?  Group 6: Activity 1:6 “I Wonder How”  I. Problem: How do katakataka and welcome plants  reproduce?  II. Materials: mature leaves of katakataka and  welcome plants  III. Procedure:  1. Plant each mature leaf of katakataka and  welcome plants in a transparent glass jar with soil. Water them.  2. Display the set-up in the room. Observe  them after some days.  Questions: (To be answered on Day 5 of the week)  1. After some days, do you see some roots starting to grow from the edge of the leaves?  2. What will happen if you plant them in your garden?  IV. Conclusion  How do katakataka and welcome plants  reproduce? | A. Group the class into six.  B. Setting of Activity Standards  C. Distribute the activity sheets and materials to be used.  D. Instruct the pupils to perform the activity on flowering plants.  Activity 1: “Watch Me Grow”  I. Problem: How do mung bean plants reproduce?  II. Materials: soaked mongo seeds in disposable container,  mongo seeds planted in can with soil, hand  lenses  III. Procedure:  1. Soak the seeds ahead of time. (Day 1 of the week)  2. Describe the seeds before soaking.  3. Describe the mung beans after soaking for two days.  Questions  1. Describe the seeds before soaking them.  2. What happened to the seeds after soaking them for two days?  3. Illustrate your observations in the box below. | a. Group the class into six.  b. Setting of Activity Standards  c. Distribute the activity sheets and materials to be used.  d. Instruct the pupils to perform the activity on non-flowering  plants- the mosses and ferns.  For Groups 1-3:  Activity 1.1: “Life Cycle of Moss”  I. Problem: How do moss plants reproduce?  II. Materials: picture of the life cycle of moss.  III. Procedure:  1. Study the picture of the life cycle of a moss.  2. Identify their parts.  3. Think and analyze how they reproduce.  Questions:  1. What part of the moss plants helps them to reproduce?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2. Describe the mode of reproduction in moss plant. Is it sexual or asexual? Why?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  IV. Conclusion  How do moss plants reproduce?  Activity 1.2: “Life Cycle of Ferns”  I. Problem: How do fern plants reproduce?  II. Materials: picture of the life cycle of fern.  III.Procedure:  1. Study the picture of the life cycle of a fern.  2. Identify their parts.  3. Think and analyze how they reproduce.  Questions:  1. What part of the fern plants helps them to reproduce?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2. Describe the mode of reproduction in fern plant. Is it sexual or asexual? Why?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  IV. Conclusion  How do fern plants reproduce? | A. Group the class into six.  B. Setting of Activity Standards  C. Distribute the activity sheets and prepare the materials to be used.  D. Instruct the pupils to discuss within the group the results of the experimental set ups they prepared in day 2 of the week. Then, presentation of results follows.  Activity 1: “What’s Up Now?”  Group 1: Activity 1: 1 “I with an Eye”  I. Problem: How does a sweet potato or a camote grow?  II. Materials: a camote with an “eye”, a glass, a toothpick or  matchstick, water  III. Procedure:  a. Observe what happens in the potato after 3 days.  b. Discuss within the group the results of the experiment.  c. Assign a reporter for the presentation of results.  d. Show your experimental set up to the class.  Questions  1. What appears from the camote “eye” after some days?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2. Will this become another camote plant? Why?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  IV. Conclusion  How does a sweet potato reproduce?  Group 2: Activity 1: 2 “Bulb-like Me”  I. Problem: How does an onion grow?  II. Materials: an onion with roots, a glass, water, a toothpick  or matchstick  III. Procedure:  A. Observe what happens in the onion after 3 days.  B. Discuss within the group the results of the experiment.  C. Assign a reporter for the presentation of results.  D. Show your experimental set up to the class.  Questions:  a. What appears on the onion after few days?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  b. If you plant this onion in good soil, what will happen?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  IV.Conclusion  How does an onion reproduce?  Group 3: Activity 1: 3 “Cut Me Please”  I. Problem: How does a San Francisco reproduce?  II. Materials: cut stem of San Francisco  III.Procedure:  1. Observe what happens in the San Francisco stem after some days.  2. Discuss within the group the results of the experiment.  3. Assign a reporter for the presentation of results.  4. Show your experimental set up to the class.  Questions:  1. After some days, do you see some roots starting to  grow from the stems of the plant?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2. If you plant this stem in good soil, what will happen?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  IV. Conclusion  How does a San Francisco plant reproduce?  Group 4: Activity 1: 4 “Run After Me”  I. Problem: How does a grass reproduce?  II. Materials: uprooted grass, transparent disposable container  with soil  III. Procedure:  Questions:  1. After some days, do you see some roots starting to grow from the slender stems of the plant? Describe them.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2. What will happen if you plant it back to the school ground?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  IV.Conclusion  How does a grass plant reproduce?  Group 5: Activity 1:5 “Creep Like Me”  I. Problem: How does a ginger reproduce?  II. Materials: mature ginger rhizome, transparent container  with soil  III. Procedure:  1. Observe what happens in the ginger after some days.  2. Discuss within the group the results of the experiment.  3. Assign a reporter for the presentation of results.  4. Show your experimental set up to the class.  Questions:  1. After some times, do you see some roots starting to grow from the creeping underground stems of the plant?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2. What will happen if you plant it in your vegetable  garden?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  IV. Conclusion  How does a ginger plant reproduce?  Group 6: Activity 1:6 “I Wonder How”  I. Problem: How do katakataka and welcome plants  reproduce?  II. Materials: mature leaves of katakataka and welcome plants  III. Procedures:  1. Observe what happens in the katakataka after some times.  2. Discuss within the group the results of the experiment.  3. Assign a reporter for the presentation of results.  4. Show your experimental set up to the class.  Questions:  1. After some times, do you see some roots starting to grow  from the edge of the leaves?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2. What will happen if you plant them in your garden?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  IV.Conclusion  How do katakataka and welcome plants reproduce? |
| D.Discussing new concepts and practicing new skills #1 | a. Group Reporting and Presentation  b. Answering the Guide Questions  1. Which of the flowering plants grow from seeds?  2. Which of the flowering plants do not grow from seeds?  3. How do flowering plants reproduce? | What parts of the plants did you use in your experimental set ups?  Will those non-flowering plants be able to produce another of their  kind?  Since you are still investigating how non-flowering plants  become many, now, you have a chance to watch a videoclip on  their modes of reproduction. | A. Group Reporting and Presentation  B. Answering the Guide Questions  1. Describe the seeds before soaking them.  2. What happened to the seeds after soaking them for two days?  3. How do mung bean (mongo) plants reproduce?  4. Show your drawings of their mode of reproduction. | A. Group Reporting and Presentation  B. Answering the Guide Questions  1. What part of the moss and fern helps them in reproduction?  2. How do they reproduce? | Group Reporting of Results/Findings  How do flowering plants without seeds reproduce? |
| E. Discussing new concepts and practicing new skills #2 | Direction: Arrange the jumbled letters to answer the questions.  1. What type of reproduction do flowering plants have if they  produce new plants through seeds from flowers?  Answer: EXSULA RPEROUDCITON  2. What type of reproduction do flowering plants have if  they produce new plants through other plant parts?  Answer: SAEXALU ERPORCDUITNO | The teacher lets the class watch a video on modes of reproduction  for non-flowering plants specifically asexually reproduction. (2.52  minutes)  (https://www.youtube.com/watch?v=drcnTg7ZCoc)  What plants in the video reproduce asexually?  How do they reproduce? | The teacher will let the class watch video clips about the modes  of reproduction of mongo seeds and other seed plants.  https://www.youtube.com/watch?v=pB4ASdELBbQ&spfreload=1 (Mung Bean Germination)  https://www.youtube.com/watch?v=eu\_l80m7K2o (Climbing Beans)  https://www.youtube.com/watch?v=2ycl2E9r-\_o (Sexual  Reproduction in Plants)  How do mongo bean (mongo) and other seed plants reproduce? | https://www.youtube.com/watch?v=jcWYAnmm-QE  (Moss reproduction)  https://www.youtube.com/watch?v=bpYshQ7Ym\_I  (Life Cycle of Fern)  What reproductive part of moss and ferns is shown in the video clips?  How does reproduction in moss and fern plants happen? | The teacher will give 3 picture puzzles wherein pupils will  describe each on how the flowering plant and non-flowering plant  grow and reproduce  How do flowering and non-flowering plants reproduce?  Differentiate the mode of reproduction that takes place in  flowering and non-flowering plants |
| F.Developing Mastery | Describe the modes of reproduction of flowering plants.  Try to sing the song Bahay Kubo. List some of the plants mentioned  in the song that reproduce sexually and asexually  How do sexual and asexual reproduction take place in flowering  plants? | Describe how some plants reproduce asexually. Illustrate them in a  frame.  “SKETCH US in a FRAME” | Help the bee navigate the reproductive process in flowering plants. Arrange the events in the correct order by writing letters A to F in the correct box, A being the starting point.  \_\_\_\_\_\_\_\_ Plant grows and eventually bears flowers.  \_\_\_\_\_\_\_\_ The bee visits another flower and the pollen transfer to  the stigma.  \_\_\_\_\_\_\_\_ A bee visits the flower and its body rubs off on pollen.  \_\_\_\_\_\_\_\_ Seed is dispersed to a new location.  \_\_\_\_\_\_\_\_ Enough moisture, air and water are available. The  seed germinates.  \_\_\_\_\_\_\_\_ The flower dies and seedpod develops. Some plants  develop a fruit with seeds. | Interactive Discussion: Describe the modes of reproduction in moss  and fern plants | Identify how flowering and non-flowering plants reproduce sexually and asexually. Write them under the proper column |
| G.Finding Parctical application of concepts and skills in daily living | Why is reproduction in flowering plants important to humans?  What might happen to humans if flowering plants do not reproduce  anymore? | Aling Marta cuts some mature stems of San Francisco, santan, rose and malunggay in their garden. Shane, her neighbor, saw her that she just threw them away in their backyard. What might Shane do? | What must we do to the seeds after eating the fruits? Should  You just throw them away? Why or why not? | Moss and fern plants have economic importance. In what way can make them beneficial to you? What must you do? | At present, we can feel how high the prices of food commodities in the markets are. Foods like fruits and vegetables can become very costly day by day. Based from your learning on plants reproduce, how can you help your family in lessening your food expenses everyday? |
| H.Making generalization and abstraction about the lesson | I learned that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  Background Information for the Teacher   Flowering plants reproduce sexually and asexually.   Sexual reproduction starts in the flower which produce seeds.   Sexual reproduction in plants takes place when flowers produce seeds after pollination and fertilization.   Pollination is the transfer of pollen grains from the anther to the stigma of the same or of another flower of the same kind.   Fertilization takes place in the ovary when the sperm cell unites with the egg cell.   The ovary becomes the fruit.   The ovules becomes the seeds.   Asexual reproduction is producing new plants wherein no sex cells, no seeds are involved. Flowering plants reproduce through other plant parts like stem, leaves and suckers. | I learned that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Background Information for the Teacher  1. Asexual reproduction is producing new plants with no sex cells involved. Non-flowering plants do not have flowers, so they do not produce seeds.  2. New plants can be reproduced asexually through the following kinds of plants with examples.  a. Rhizomes – creeping underground stems –ginger  b. Tuber-enlarged root – camote, ube, potato,gabi, potato  c. Bulb – enlarged leaves -onion  d. Runners – long slender stems- grass and strawberries  e. Suckers-underground shoots –banana  f. Leaf Cutting – katakataka, welcome, begonia  g. Stem Cutting – San Francisco,etc. | learned that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  Background Information for the Teacher  Flowering and seed-bearing plants through:   Pollination- the first step in the sexual reproduction of  flowering plants. It is the transfer of pollen from the  stamen to the pistil of the flower.   Seed dispersal - the process by which seeds are  brought to new places where they could grow and  develop. Animals, winds, and water are some agents  of seed dispersal.   Fertilization – takes place when the pollen tube  reaches an ovule and the sperm unites with the egg.  After fertilization, seeds and fruits begin to form.  Seeds develop from ovules inside the ovaries of the  flowers.   Seed Germination- the last part of reproduction in  flowering plants. When the conditions are favorable  such as good soil, warmth, and enough water, the  seed will germinate | learned that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  Background Information for the Teacher   Some plants reproduce without seeds. Sexual  reproduction happens in spore-bearing plants such as mosses and ferns.   In mosses, the leafy plants produce two branches, male  and female. The female branches produce egg cells while the male branches produce egg cells while the male branches produce sperm cells.   When a sperm reaches an egg in the sac, the two cells  join into a single cell in a process called fertilization. This is called sexual fertilization.   Mosses undergo both sexual and asexual reproduction.  In asexual reproduction, spores are produced and when released and land on damp ground can grow into leafy moss plants.   Ferns like mosses, are spore-producing plants. Mature  ferns produce fertile fronds with spore casing called sori on the underside of their leaves.   When it rains, sperms released from the male organs  swim towards the female organs leading to the growing of young fern plants. Sexual reproduction takes place when the sperm cells unite with egg cells in the female organs. The fertilized eggs grow into new leafy fern plants. | I learned that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  Background for the Teacher:  1. Plants carry out reproduction in different ways, such as from seeds, spores, and other plant parts.  2. Asexual reproduction is producing new plants with no sex cells involved. Non-flowering plants do not have flowers, so they do not produce seeds. Asexual reproduction in plants occurs as new plants grow from vegetative structures such as stems, leaves, bulbs and roots.  3. New plants can be reproduced asexually through the following kinds of plants with examples.  a. Rhizomes – creeping underground stems –ginger  b. Tuber-enlarged root – camote, ube, potato,gabi, potato  c. Bulb – enlarged leaves –onion, garlic  d. Runners – long slender stems- grass and strawberries  e. Suckers-underground shoots –banana  f. Leaf Cutting – katakataka, welcome, begonia  g. Stem Cutting – San Francisco,etc.  4. Sexual reproduction in plants occurs through pollination and fertilization that leads to the production of seeds.  5. Other plants reproduce through the formation of spores instead of seeds. They are mosses, ferns, gymnosperms or conifers and liverworts. |
| I.Evaluating learning | Directions: Write the letter of the best answer.  1. Which of the following plants are propagated by leaves?  A. banana C. katakataka  B. rose D. malunggay  2. Which of these plants is not grown from seeds?  A. tomato C. beans  B. potato D. tamarind  3. How do avocado, eggplants, squash and ampalaya reproduce?  A. sexually C. both sexually and asexually  B. asexually D. neither A or B  4. Which of the following does NOT describe sexual reproduction in flowering plants?  A. Flowering plants reproduce through seeds.  B. Flowering plants reproduce through other plant parts.  C. Sexual reproduction takes place when there is fertilization.  D. Sexual reproduction takes place when flowers produce seeds.  5. Which of the following statements is TRUE about asexual reproduction in flowering plants?  A. Asexual reproduction is producing new plants through other plant parts and no sex cells are involved.  B. Asexual reproduction takes place when flowers produce seeds.  C. Fertilization takes place in asexual reproduction in plants.  D. Asexual reproduction requires pollination in flowers. | How do these plants reproduce? Group them by writing the name  of each plant under their proper group  katakataka ginger camote rose  onion grass potato strawberries  santan tulip | Directions: Write the letter of the best answer.  1. Which is the first step in the sexual reproduction in flowering/seed-bearing plants?  A. fertilization C. seed dispersal  B. seed germination D. pollination  2. Which of the following describes fertilization in plants?  A. It is the process where the sperm cell unites with  the egg cell.  B. It is the transfer of pollen from one flower to  another.  C. It is the last part in the reproduction of flowering  plants.  D. It is the first step in the sexual reproduction of  flowering plants.  3. How do you know the seed is germinating?  A. The seed dries up.  B. The cotyledons dry off.  A. A tiny root and stem appears.  B. The petal and the sepal fall off.  4. Omar planted some santol seeds. After some  days, he saw a tiny stem beginning to grow in one of  the seeds. What is happening to the seed?  A. The seed was wilting.  B. The seed was germinating.  C. The seed was getting fertilized.  D. The seed was making its own seed  5. Which shows the correct sequence how seed-  bearing plants reproduce?  A. Pollination – fertilization –seed dispersal –  seed germination  B. Fertilization – pollination – seed dispersal –  seed germination  C. Seed germination – seed dispersal – pollination-  fertilization  D. Seed dispersal – pollination – seed germination-  fertilization | Direction: Sequence the steps in the life cycle of moss plant and  fern plant. Write 1 - 5 on the blank.  a. Moss Plant  \_\_\_\_Spore grows into a moss plant.  \_\_\_\_Fertilized egg cell grows into a ball of spores.  \_\_\_\_Spore case opens.  \_\_\_\_Fertilization takes place.  \_\_\_\_Sperms swim to egg cells.  b. Fern Plant  \_\_\_\_ New plant part grows into fern.  \_\_\_\_ Spore begins to grow into young fern plant.  \_\_\_\_ Spore cases open.  \_\_\_\_ Fertilized egg cell grows into new plant part.  \_\_\_\_ Sperms swim to egg cells of young fern plant. | Direction: Identify how the following plants reproduce sexually.  Write seeds or spores on the blank.  1. tomato \_\_\_\_\_\_\_\_\_\_\_\_\_\_  2. mosses \_\_\_\_\_\_\_\_\_\_\_\_\_\_  3. pomelo \_\_\_\_\_\_\_\_\_\_\_\_\_\_  4. ferns \_\_\_\_\_\_\_\_\_\_\_\_\_\_  5. lanzones \_\_\_\_\_\_\_\_\_\_\_\_\_\_  Direction: Identify how the following plants reproduce asexually.  1. onion and garlic \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2. grass and strawberry \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  3. rose and fortune plant \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  4. ginger \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  5. gabi and sweet potato \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| J.additional activities for application or remediation | Direction: Identify how the following flowering plants reproduce.  Write sexually or asexually on the blank.  1. Mango  6. Papaya  2. San Francisco  7. Welcome Plant  3. Rambutan  8. Fortune Plant  4. Katakataka  9. Atis  5. Pomelo  10. String Beans | Directions: Write AGREE if the statement is correct and  DISAGREE if otherwise.  \_\_\_\_\_\_\_\_\_\_1. All plants grow from seeds.  \_\_\_\_\_\_\_\_\_ 2. Non-flowering plants reproduce asexually  in many ways.  \_\_\_\_\_\_\_\_\_ 3. Strawberries reproduce through runners.  \_\_\_\_\_\_\_\_\_\_\_4. Ginger is grown from tubers.  \_\_\_\_\_\_\_\_\_\_\_5. An onion grows from a bulb | Draw in your science notebook the process of seed germination  in plants. Then, describe the mode of reproduction of seed-bearing  plants. | Draw the life cycle of moss and ferns in short bond paper. | Sci-Art: Identify a plant in your place. Show its mode or way of  reproduction through an illustration. Color your work. Then, write  a short description about it. |
| **V.REMARKS** |  | | | | |
| **VI.REFLECTION** |  | | | | |
| A.No. of learners who earned 80% in the evaluation | \_\_\_Lesson carried. Move on to the next objective.  \_\_\_Lesson not carried.  \_\_\_\_\_% of the pupils got 80% mastery | \_\_\_Lesson carried. Move on to the next objective.  \_\_\_Lesson not carried.  \_\_\_\_\_% of the pupils got 80% mastery | \_\_\_Lesson carried. Move on to the next objective.  \_\_\_Lesson not carried.  \_\_\_\_\_% of the pupils got 80% mastery | \_\_\_Lesson carried. Move on to the next objective.  \_\_\_Lesson not carried.  \_\_\_\_\_% of the pupils got 80% mastery | \_\_\_Lesson carried. Move on to the next objective.  \_\_\_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. * **\_\_\_Bridging**: **Examples:** Think-pair-share, quick-writes, and anticipatory charts. * **\_\_\_Schema-Building**: **Examples:** Compare and contrast, jigsaw learning, peer teaching, and projects. * **\_\_\_Contextualization**: * **Examples:** Demonstrations, media, manipulatives, repetition, and local opportunities. * **\_\_\_Text Representation**: * **Examples:** Student created drawings, videos, and games. * **\_\_\_Modeling**: **Examples:** Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.   ***Other Techniques and Strategies used:***  *\_\_\_ Explicit Teaching*  \_\_\_ Group collaboration  \_\_\_Gamification/Learning throuh play  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Diads  \_\_\_ Differentiated Instruction  \_\_\_ Role Playing/Drama  \_\_\_ Discovery Method  \_\_\_ Lecture Method  ***Why?***  \_\_\_ Complete IMs  \_\_\_ Availability of Materials  \_\_\_ Pupils’ eagerness to learn  \_\_\_ Group member’s  collaboration/cooperation  in doing their tasks  \_\_\_ Audio Visual Presentation  of the lesson | *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. * **\_\_\_Schema-Building**: **Examples:** Compare and contrast, jigsaw learning, peer teaching, and projects. * **\_\_\_Contextualization**: * **Examples:** Demonstrations, media, manipulatives, repetition, and local opportunities. * **\_\_\_Text Representation**: * **Examples:** Student created drawings, videos, and 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