

8

# Lesson Exemplar for Science

Quarter 2

Lesson

3

**Lesson Exemplar for Science Grade 8**  
**Quarter 2: Lesson 3 of 6 (Week 4)**  
**SY 2025-2026**

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| I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>A. Content Standards</b>                               | <p>The learners learn that:</p> <ol style="list-style-type: none"> <li>1. The use of timeline and charts can illustrate scientific knowledge of the structure of the atom has evolved over time.</li> <li>2. The current structure of the atom includes subatomic particles, their symbol, mass, charge, and location.</li> <li>3. <b>Elements and compounds are identified as pure substances.</b></li> <li>4. The periodic table is a useful tool to determine the chemical properties of elements.</li> </ol>                                                                                                                                                                                                              |
| <b>B. Performance Standards</b>                           | <p>By the end of the Quarter, learners demonstrate an understanding of the structure of the atom and how our understandings have changed over time. They draw models of the atom and use tables to represent the properties of subatomic particles. They demonstrate their knowledge and understanding of the periodic table by identifying the elements, their symbols, their valence electrons, and their positions within the groups and periods. They design and/or create timelines or documentaries as interesting learning tools.</p>                                                                                                                                                                                  |
| <b>C. Learning Competencies and Objectives</b>            | <p><b>Learning Competency</b></p> <ol style="list-style-type: none"> <li>1. Describe the properties of pure substances as: <ol style="list-style-type: none"> <li>a. having fixed chemical compositions, examples of which are elements and compounds, and</li> <li>b. that all atoms of an element have a unique number of protons.</li> </ol> </li> </ol> <p><b>Learning Objectives</b></p> <p>Students should be able to:</p> <ol style="list-style-type: none"> <li>1. explain the differences among elements.</li> <li>2. differentiate pure substances, whether they are elements or compounds.</li> <li>3. identify the classification of compounds; and</li> <li>4. differentiate compounds and molecules.</li> </ol> |
| <b>D. Content</b>                                         | <p>The following topics will be discussed:</p> <p>Pure substances with the following subtopics:</p> <ol style="list-style-type: none"> <li>1. discovery and occurrence of elements;</li> <li>2. compounds; and</li> <li>3. molecules</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>E. Integration</b>                                     | <p>Integration of identified Sustainable Development Goals related issues or information SDG 7, SDG 3, SDG 6, and SDG 13.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

## II. LEARNING RESOURCES

Helmenstine, A. M., PhD. (2020, February 24). What are the elements in the human body? Retrieved from:

<https://www.thoughtco.com/elements-in-the-human-body-p2-602188>

Madriaga, E. (2015). Science links: Worktext for scientific and technological literacy. Rex Books Store Inc.

Silberberg, M. (2013). Chemistry: The molecular nature of matter and change. McGraw-Hill Education.

Zumdahl, S.S., Zumdahl, S.A, & DeCoste, D. (2018). Chemistry. 10<sup>th</sup> Ed. Cengage Learning

## III. TEACHING AND LEARNING PROCEDURE

## NOTES TO TEACHERS

### A. Activating Prior Knowledge

#### DAY 1

#### 1. Short Review

Refer to the periodic table and write the missing information on the following figures. Atomic mass should be the relative atomic mass in whole numbers.

| Element | Ions                          | Atomic Number | Atomic Mass | Atomic Symbol |
|---------|-------------------------------|---------------|-------------|---------------|
| Au      | loss of 1e-                   |               |             |               |
|         | Al <sup>3+</sup>              |               |             |               |
|         | <sup>133</sup> X <sup>+</sup> |               |             |               |
|         | loss of 2e-                   | 12            |             |               |
|         | loss of 3e-                   |               | 27          |               |

#### 2. Feedback (Optional)

This optional sub-component involves giving qualitative feedback to performance or products done through homework or classroom activity from the previous day/week or lesson. needs to refer to the previous exemplary.

Dear teacher, the short review could be done as a class board work using slides or non-electronic visual aids.

It can be given as strips (rows), or by table in a group.

#### Answer:

| Element         | Ions                           | Atomic Number | Atomic Mass | Atomic Symbol                                |
|-----------------|--------------------------------|---------------|-------------|----------------------------------------------|
| Au<br>Gold      | Au <sup>+</sup>                | 79            | 197         | <sup>197</sup> <sub>79</sub> Au              |
| Al<br>Aluminum  | Al <sup>3+</sup>               | 13            | 27          | <sup>27</sup> <sub>13</sub> Al <sup>3+</sup> |
| Cs<br>Cesium    | <sup>133</sup> Cs <sup>+</sup> | 55            | 133         | <sup>133</sup> <sub>55</sub> Cs <sup>+</sup> |
| Mg<br>Magnesium | Mg <sup>2+</sup>               | 12            | 24          | <sup>24</sup> <sub>12</sub> Mg               |
| Co<br>Cobalt    | Co <sup>3+</sup>               | 27            | 58          | <sup>59</sup> <sub>27</sub> Co <sup>3+</sup> |

### B. Establishing Lesson Purpose

#### 1. Lesson Purpose

Matter can be classified according to its composition. There are forms of matter composed of one kind of atom, while there are those forms of matter composed of two or more kinds of atoms that are chemically combined.

To build the lesson purpose, ask the students how many types of atoms are needed to form the listed substances:

- |               |                |
|---------------|----------------|
| a. oxygen gas | c. copper wire |
| b. water      | d. salt        |

Afterward, provide the guide questions for the week's lecture:

- If atoms are building blocks of matter, what makes each matter unique?
- How do I differentiate substances?

## 2. Unlocking Content Vocabulary

Ask the students to arrange the set of jumbled letters. All letters must be used to form a word.

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| t | m | e | e | l | n | e |
|---|---|---|---|---|---|---|

|   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|
| d | o | c | u | m | o | n | p |
|---|---|---|---|---|---|---|---|

|   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|
| e | l | l | e | m | u | c | o |
|---|---|---|---|---|---|---|---|

Afterward, ask the students about what they know about the key terms.

### Point of discussion:

Upon unlocking the terms, teachers may introduce the meanings of the terms by asking the students to use them in a sentence. After enlisting the sentences, use them to discuss the meanings of the key terms from the dictionary.

### **Here are the dictionary meanings from the Merriam-Webster:**

#### *a. Element*

(as a noun) a constituent part: a part of mathematical figures, a part of a distinct group within a larger group or community, one of the necessary data or values of a calculation, a subdivision of a military unit.

#### *b. compound*

(as adjective) involving or used in a combination of words, sentences, ingredients, or parts.

(as a noun) a fenced or walled-in area containing a group of buildings and especially residences.

During unlocking of content vocabulary, you may also use the format of *wordscapes* to make the jumbled letters presentable and easy to read.

Here's an example format:



Retrieved from: [bluestacks.com](http://bluestacks.com)

|                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                          |
|---------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
|                                                         | <p><i>c. molecules</i><br/>(as a noun) a group of atoms bonded together, representing the smallest fundamental unit of a chemical compound that can take part in a chemical reaction.</p> <p>The main goal of this discussion is to introduce pure substance.</p> <p>Elements and Compounds are types of matter. To be specific, they are called pure substances. A pure substance is a matter with a fixed composition and identical properties. Elements are composed of atoms with different numbers of protons.</p> <p>As previously discussed, an element's identity could be determined by its atomic number. This atomic number is distinct per element and numerically equal to the number of protons within the atom. As such, differences in the number of protons within an atom make an element distinguishable from one another.</p> <p>Take note that elements can no longer be divided into simpler substances. As such, they can undergo chemical reactions to produce new substances. Compounds comprise two or more elements combined in definite, fixed ratios. More often, the compounds have different properties compared to the elements constituting the compound.</p> |                                                                                                                                          |
| <p><b>C. Developing and Deepening Understanding</b></p> | <p><b>DAY 2</b><br/><b>SUB-TOPIC 1: Discovery and Occurrence of Elements</b><br/><b>1. Explicitation</b></p> <p>Now students know the key terms to be used in the discussions. Ask the students to identify the subsystems of the earth.</p> <p>Upon identifying, ask them what phases of matter are present in each subsystem. Relate this to the presence of elements in the environment. Some elements naturally occur in a gas form such as oxygen, which is present in our atmosphere, while there are elements that occur in solid form found in our geosphere such as copper.</p> <p>Tell them that elements are also found in life forms (biosphere), as living things are also an example of matter.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>The visual aids could be a presentation slide or cartolina.</p> <p>You may use this photo to present the subsystems of the earth:</p> |

## 2. Worked Example

Tell the students to identify which element is naturally occurring in each subsystem. Take note that multiple elements could be present in a subsystem.

| element     | subsystem   |
|-------------|-------------|
| hydrogen    | hydrosphere |
| iron        | lithosphere |
| carbon      | geosphere   |
| helium      | biosphere   |
| silver      |             |
| phosphorous |             |

### Point of discussion:

Afterward, discuss with the students that elements could be further classified based on their structure. Elements could either be metal or non-metal. This classification may hint at whether an element will be abundant in a specific subsystem of the Earth.

**Ask the question:** How do we differentiate metal from nonmetal?

| metal                                  | nonmetal              |
|----------------------------------------|-----------------------|
| Good conductor of heat and electricity | Mostly insulators     |
| Lustrous                               | Do not exhibit luster |
| Malleable and ductile                  | Brittle               |
| High tensile strength                  | Low tensile strength  |
| High melting points                    | Low melting points    |
| High densities                         | Low densities         |

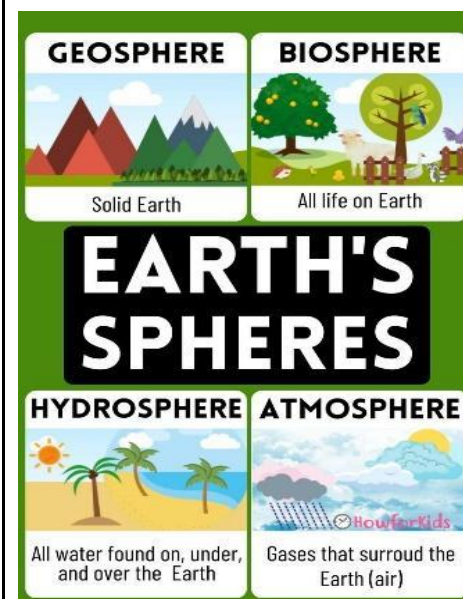


Image Source: [ph.pinterest.com](https://ph.pinterest.com)

Most of the metals are solid in form except mercury (Hg); as such, most of them are found in our geosphere. Metals are also mixed in water in the form of charged particles (ions). Though there is a variety of possible forms of nonmetals in the environment, they are primarily found in gas forms, such as noble gases like helium, neon, and argon, and halogens, such as fluorine and chlorine. Nonmetals could also be found in our geosphere as they could be in solid forms, such as sulfur, carbon, and iodine.

### Activity 1.

Elements are also abundant within the living organisms. Metals can be found in our body in the form of charged particles as they partake in our metabolism; most nonmetals constitute the structure of our body, such as carbon, hydrogen, and oxygen, which are building blocks for substances within our body. Find out more in this link on the essential elements of the human body.

Link: <https://www.thoughtco.com/elements-in-the-human-body-p2-602188>

Students can work in groups or individually. Let the students share their responses and reflections.

### Wrap up for the day

All in all, with the 118 discovered elements, 90 were found to occur in nature in appreciable amounts; four (4) elements occurred in nature due to radioactive decay. At the same time, the rest are elements that were artificially discovered in the laboratory. All of them have different abundances on the Earth.

## 3. Lesson Activity

### Activity 2.

See Learning Activity Sheet: *Activity #2: Elemental Story*. This could be given as homework ahead of time to give students ample time to prepare before the actual presentation.

## DAY 3

### SUB-TOPIC 2: Compounds

#### 1. Explicitation

Let the students watch the video titled: What distinguishes compounds from molecules?

See Learning Activity Sheet: *Activity #1: Elements and Compounds in the Body*

### Expected Responses:

- *Oxygen (O)*, together with hydrogen, forms water, the primary solvent found in the body and is used to regulate temperature and osmotic pressure.
- *Carbon (C)* has four bonding sites for other atoms, which makes it the critical atom in living organisms. Carbon chains build carbohydrates, fats, nucleic acids, and proteins. Breaking bonds with carbon is an energy source.
- *Hydrogen (H)* is found in water and all organic molecules.
- *Nitrogen (N)* found in proteins and nucleic acids that make up the genetic code.
- *Calcium (Ca)* is the most abundant mineral in the body. It's a structural material in bones, but it is essential for protein regulation and muscle contraction.
- *Phosphorus (P)* is found in the molecule ATP, which is the primary energy carrier in

Refer to the link: <https://www.youtube.com/watch?v=zRiEecfWuSQ>

Afterward, ask the following questions:

- What are the substances formed when elements are chemically combined?
- How do you differentiate compounds and molecules?

## 2. Worked Example

When elements are chemically combined, they form a substance called a compound. Review the substances identified during the first meeting. Ask them which is an element, compound, or molecule.

- |               |                |
|---------------|----------------|
| a. oxygen gas | c. copper wire |
| b. water      | d. salt        |

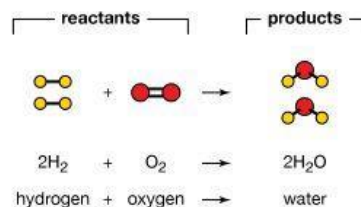
Process their answers and tell the students about the chemical structure of each substance.

- Oxygen Gas* is an example of a molecule. It is formed by two oxygen atoms.
- Water* is an example of a molecule and a compound. It is formed by the combination of two different elements. One oxygen atom bonded to two hydrogen atoms.
- Copper Wire* is an element. It is made up of copper atoms but are not chemically bonded.
- Salt* is a compound. It is formed by the combination of sodium and chlorine. But is it a molecule?

### Point of discussion:

Based on the examples cited, water and salt are both compounds. Water is formed by the combination of hydrogen atoms and oxygen atoms; to be more specific, the chemical reaction is below.

Water synthesis reaction



© Encyclopædia Britannica, Inc.

cells. It's also found in bones.

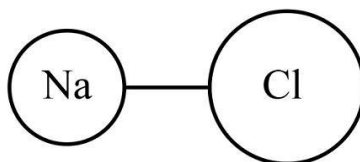
- *Potassium (K)* is an important electrolyte that transmits nerve impulses and regulates the heartbeat.
- *Sodium (Na)* Like potassium, it is used for nerve signaling. Sodium is one of the electrolytes that helps regulate the amount of water in the body.
- *Chlorine (Cl)* is an important negatively charged ion (anion) to maintain fluid balance.
- *Magnesium (Mg)* is involved in over 300 metabolic reactions. It's used to build the structure of muscles and bones and is an essential cofactor in enzymatic reactions.
- *Sulfur (S)* the bonds sulfur forms help give proteins the shape they need to perform their functions.

Image Source:  
[kids.britannica.com](https://kids.britannica.com)

The illustration shows that the formation of compounds follows the **Law of Definite Proportion**. This means that the ratio of atoms in the reactants that produce a new substance will always be the same as that of the products. As shown, there are a total of four (4) atoms of hydrogen that react with two (2) atoms of oxygen, producing two particles of water. These two particles of water are made up of four (4) hydrogen atoms and two (2) oxygen atoms as well. Let's look closer at the structure of water. They are made up of hydrogen and oxygen.

**Ask the students:** What type of elements are hydrogen and oxygen? *They are covalent compounds, a type of compound formed by two or more nonmetal elements.*

How about the structure of salt? **Ask the students:** What type of elements are sodium and chlorine?



Sodium is a metal element, while chlorine is a nonmetal. The combination of metal and nonmetals are called **ionic compounds**. Most of the pure substances found on Earth are in the form of compounds. Compounds could also be further classified as base, acid, or salt. These could be determined by pH indicators. **Indicators** change color depending on their reactions with bases and acids, while salts are usually the result of reactions between bases and acids.

### 3. Lesson Activity

#### Activity 3.

In this activity, you will discover some compounds and molecules that are used at home. Look for three substances or materials for each category. Read its label and choose one “active ingredient”; afterward, identify whether it is a covalent or ionic compound. Do it by completing the table.

Take Note: **DO NOT TASTE THE CLEANING AND PERSONAL HYGIENE SUBSTANCES.**

Image Source  
[homework.study.com](http://homework.study.com)

See Learning Activity Sheet:  
*Activity #3. Compounds at Home*

Dear teacher, feel free to use visual representation of the molecules listed so students can appreciate the discussions.

### SUB-TOPIC 3: Molecules

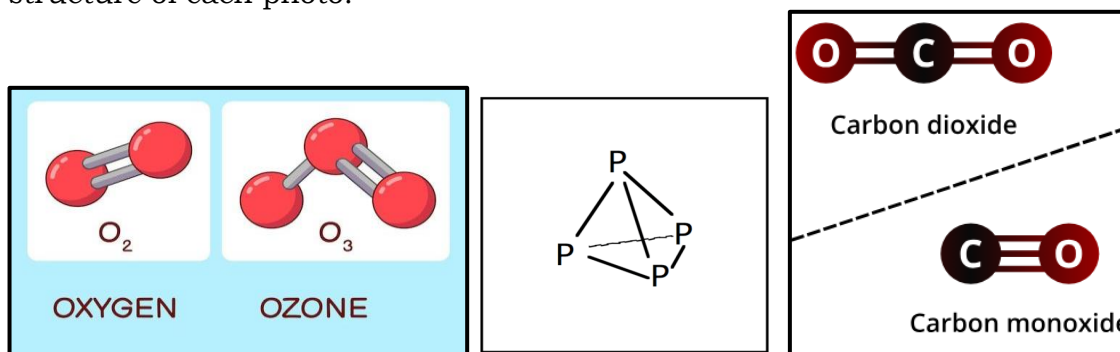
#### 1. Explicitation

As already shown in the previous video, elements, when chemically combined, form molecules. These are composed of two or more atoms.

**Ask this question:** Are molecules a type of compound?

#### 2. Worked Example

Tell the students to refer to the following photo and ask them to describe the structure of each photo.



#### Point of discussion:

Process students' responses. All covalent compounds are in the form of molecules, but not all molecules are compounds.

Some nonmetal elements naturally exist in the environment as

- A. **homonuclear diatomic molecules.** This means that the molecules are made of two similar atoms. As shown in the photo, oxygen is diatomic in our environment. Aside from oxygen ( $O_2$ ), other examples are  $H_2$ ,  $N_2$ ,  $Cl_2$ ,  $F_2$ ,  $Br_2$ , and  $I_2$ ; because they are composed of the same elements, sometimes they are considered diatomic elements, as they are the elemental form of hydrogen, nitrogen, oxygen, and halogens in the environment. *Homonuclear* means that the composition of the bonded atoms' nuclei is similar.
- B. Few elements' atoms could chemically combine with themselves more than once; these homonuclear polyatomic molecules are known as the element's **allotropes**. Ozone is an allotrope of oxygen, while tetra phosphorous is an allotrope of phosphorous. Among all elements, carbon has the most allotropes,

Image sources used for the Worked Example:

[img.freepik.com](http://img.freepik.com)

[researchgate.net](http://researchgate.net)

[psiberg.com](http://psiberg.com)

|                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                |
|----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|
|                                  | <p>some of which are diamond and graphite. Take note that they are not compounds.</p> <p>C. When distinct nonmetal elements are combined, their structure could be <b>heteronuclear diatomic or polyatomic molecules</b>. The heteronuclear diatomic molecules are made of two elements, while polyatomic molecules are made of two or more elements with three or more atoms. These are compounds. Some examples of heteronuclear diatomic molecules are HCl, HF, and CO. Some examples of polyatomic molecules are H<sub>2</sub>O, H<sub>2</sub>S, NH<sub>3</sub>, CO<sub>2</sub>, and C<sub>2</sub>H<sub>4</sub>. As shown, even if the molecules are made of two distinct elements, the combination of these molecules is made of three or more atoms.</p> <p><b>3. Lesson Activity</b><br/> <b>Activity 4.</b><br/> Do the activity as directed.</p> | See Learning Activity Sheet:<br><i>Activity #4: What am I?</i> |
| <b>D. Making Generalizations</b> | <p><b>1. Learners' Takeaways</b><br/> <b>Prompt:</b> Use the new words you learned in the lessons to create a concept map that illustrates what I learned about classifying pure substances.</p> <p><b>2. Reflection on Learning</b><br/> <b>Guide Questions:</b></p> <ol style="list-style-type: none"> <li>1. How do the things I learned this week help me in my everyday life?</li> <li>2. What topics should I still review to build mastery?</li> <li>3. What should I do to master those topics?</li> </ol>                                                                                                                                                                                                                                                                                                                                        |                                                                |

| <b>IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION</b> |                                                                                                                                                                              | <b>NOTES TO TEACHERS</b>                                                                 |
|-------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| <b>A. Evaluating Learning</b>                                                 | <p><b>DAY 4</b></p> <p><b>1. Formative Assessment</b><br/> Test I. Classify the following materials as elements or compounds. Put a checkmark on the appropriate column.</p> | Homework could be the recommended activity if time constraints affect the class session. |

| substance or material             | element | compound |
|-----------------------------------|---------|----------|
| a. platinum                       |         |          |
| b. CH <sub>3</sub> COOH (vinegar) |         |          |
| c. He (helium)                    |         |          |
| d. HCl (muriatic acid)            |         |          |
| e. Cl <sub>2</sub> (chlorine gas) |         |          |
| f. AgCl (silver chloride)         |         |          |
| g. gold bar                       |         |          |

Test II. Further, the identified compounds in Test I could be classified according to their structure. List the name of the substance in the appropriate column.

| covalent compound | ionic compound |
|-------------------|----------------|
|                   |                |
|                   |                |
|                   |                |
|                   |                |

Test III. Referring to Test I, which among them are molecules? Tell whether they are diatomic molecules or polyatomic molecules, which are homonuclear and heteronuclear. Put an "x" mark on the appropriate column.

|                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                             |                      |                                                                                                                                                                                                                                                                                                                       |          |            |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                                                                           |
|---------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|---------------------------------------------------------------------------|
|                                             | <table><tr><td>Molecules that I have identified on Test I.</td><td>Homonuclear</td><td>Heteronuclear</td><td>Diatomic</td><td>Polyatomic</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table> <p>2. Homework (Optional)</p> | Molecules that I have identified on Test I. | Homonuclear          | Heteronuclear                                                                                                                                                                                                                                                                                                         | Diatomic | Polyatomic |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | Homework could also be a parallel activity to the recommended activities. |
| Molecules that I have identified on Test I. | Homonuclear                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Heteronuclear                               | Diatomic             | Polyatomic                                                                                                                                                                                                                                                                                                            |          |            |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                                                                           |
|                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                             |                      |                                                                                                                                                                                                                                                                                                                       |          |            |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                                                                           |
|                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                             |                      |                                                                                                                                                                                                                                                                                                                       |          |            |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                                                                           |
|                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                             |                      |                                                                                                                                                                                                                                                                                                                       |          |            |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                                                                           |
|                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                             |                      |                                                                                                                                                                                                                                                                                                                       |          |            |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                                                                           |
|                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                             |                      |                                                                                                                                                                                                                                                                                                                       |          |            |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                                                                           |
|                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                             |                      |                                                                                                                                                                                                                                                                                                                       |          |            |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                                                                           |
|                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                             |                      |                                                                                                                                                                                                                                                                                                                       |          |            |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                                                                           |
| B. Teacher's Remarks                        | Note observations on any of the following areas:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Effective Practices                         | Problems Encountered | The teacher may take note of some observations related to the effective practices and problems encountered after utilizing the different strategies, materials used, learner engagement, and other related stuff.<br><br>Teachers may also suggest ways to improve the different activities explored/lesson exemplar. |          |            |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                                                                           |
|                                             | strategies explored                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                             |                      |                                                                                                                                                                                                                                                                                                                       |          |            |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                                                                           |
|                                             | materials used                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                             |                      |                                                                                                                                                                                                                                                                                                                       |          |            |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                                                                           |
|                                             | learner engagement/interaction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                             |                      |                                                                                                                                                                                                                                                                                                                       |          |            |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                                                                           |
|                                             | Others                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                             |                      |                                                                                                                                                                                                                                                                                                                       |          |            |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                                                                           |

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| <b>C. Teacher's Reflection</b> | <p><i>Reflection guide or prompt can be on:</i></p> <ul style="list-style-type: none"> <li>• <u>principles behind the teaching</u><br/><i>What principles and beliefs informed my lesson?</i><br/><i>Why did I teach the lesson the way I did?</i></li> <li>• <u>students</u><br/><i>What roles did my students play in my lesson?</i><br/><i>What did my students learn? How did they learn?</i></li> <li>• <u>ways forward</u><br/><i>What could I have done differently?</i><br/><i>What can I explore in the next lesson?</i></li> </ul> | <p>Teacher's reflection in every lesson conducted/facilitated is essential and necessary to improve practice. You may also consider this as an input for the LAC/Collab sessions.</p> |
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