

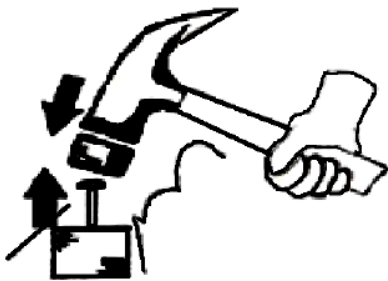
SAMPLE OF ACTIVITY SHEETS IN LESSON PLAN

NAME: _____ DATE: _____

GRADE & SECTION: _____ TEACHER: _____

Activity No. 1: Potential or Kinetic?

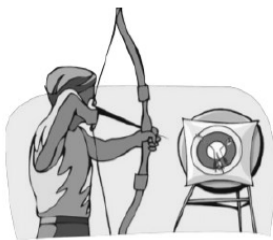
Analyze the picture below. Determine if it shows potential or kinetic energy. Write your answer in your Science notebook.



1. pushing the hammer into the nail



2. a boy walking in the street



3. the man holds the bow and arrow



4. the arrow approaching the dart board

Activity 2. FACT or BLUFF!

Read the following statements carefully and write **FACT** if it is true and **BLUFF** if it is false.

_____ 1.) The rolling boulder crashing down the mountain is an example of potential energy.

_____ 2.) Mass and velocity are the factors that can affect kinetic energy of an object while only the height of the object can affect the potential energy.

_____ 3.) If you stretch a rubber band and then release it, that is an example of kinetic energy.

_____ 4.) The energy encapsulated by a gasoline tank is an example of energy in motion.

_____ 5.) The heat that comes when the gasoline is burning is an example of kinetic energy.

Activity 3: Let us summarize!

Construct a venn diagram highlighting the differences and similarities of potential and kinetic energy by using the words/phrases from the word bank.

- Energy	-Potential Energy
- Motion	-Kinetic Energy
- Heating	-Ability to do work
- Ball at rest in a table	
- Ball rolling off table	
- Stretched rubber band	

SAMPLE OF EXIT TICKETS BASED FROM MELCS OF GENERAL PHYSICS 2

EXIT TICKET: Reflective Journal # 1

Name: _____ Section: _____

Conduct simulations on electrostatics, electric fields, and Gauss's law using online sources. From this, write a 5-sentence reflection. Refer to this site: <https://phet.colorado.edu/en/simulation/charges-and-fields>

Rewrite your answers here in your reflection journal.

EXIT TICKET: Reflective Journal # 4

Name: _____ Section: _____

Conduct simulations on current, resistance and EMF. From this, write a 5-sentence reflection from the activity you have done. Include your drawing of different circuit diagrams (Power Sources, Switches, Lamps, Resistors, Fuses, Ammeters and Voltmeters). Refer to this site: <https://phet.colorado.edu/en/simulations/ohms-law>

Rewrite your answers here in your reflection journal.

EXIT TICKET: Reflective Journal # 5

Name: _____ Section: _____

Conduct simulations on direct-current circuits. From this, write a 5-10-sentence reflection from the activity you have done. Refer to this site: <https://phet.colorado.edu/en/simulations/circuit-construction-kit-dc>

Rewrite your answers here in your reflection journal.

SAMPLE OF RUBRIC FOR LESSON PLAN ASSESSMENT

NAME: _____ **DATE:** _____

GRADE & SECTION: _____ **TEACHER:** _____

What is the importance of knowing the factors that affect kinetic and potential energy?
(2-3 sentences only).

Rubrics:

Rubrics for Grading

- The concepts were used and applied accurately, with no grammatical error and with sophisticated connections with relevant concepts (3 points)
- Some concepts were used accurately, with 1-2 grammatical errors and has limited connections with relevant concepts (2 points)
- Only one concept was used accurately, with 3-5 grammatical errors and has limited to no connections with relevant concepts (1 point)

SAMPLE OF MICROTEACHING/REPORTING RUBRICS

NAME: _____ DATE: _____

GRADE & SECTION: _____ TEACHER: _____

Task Description: Microteaching Demonstration

This rubric measures the performance of the presenters in a quantitative way to give them a grade. It emphasizes the particular activities that should be seen in an effective microteaching demonstration. Included are the five major areas of concern that are expected from the presenters. Each area of concern has 4 levels with corresponding scores to be used in grading the presenters and their presentation during the demonstration. Whichever description best fits the presentation shall be the respective score of the demonstration. Using rubrics will ensure that all presentations are rated consistently according to the set standards in each criterion.

Dimensions	Exemplary	Competent	Satisfactory	Fair	Needs Improvement
Skills Demonstration (25%)	Skills in effective teaching strategies were applied excellently; principles in learning were considered and clearly shown during the presentation. (5 points)	Skills in effective teaching strategies were mostly applied; principles in learning were considered and most were clearly shown during the presentation. (4 points)	Some skills in effective teaching strategies were applied; principles in learning were mostly considered and shown during the presentation. (3 points)	Skills in effective teaching strategies were somewhat applied; principles in learning were somewhat considered and were shown during the presentation. (2 points)	Skills in effective teaching strategies were nonexistent in the presentation; principles in learning were not considered nor were they clearly shown during the presentation. (1 point)
Content Delivery (25%)	Voice was clear during the presentation; wore proper attire; delivery was creative and orderly; mastery was shown in the delivery of the lesson. (5 points)	Voice was clear during the presentation; wore proper attire; delivery was mostly creative and orderly; mastery was mostly shown in the delivery of the lesson. (4 points)	Voice was mostly clear during the presentation; wore semi-proper attire; delivery was creative and orderly; mastery was somewhat shown in the delivery of the lesson. (3 points)	Voice was somewhat clear during the presentation; wore semi-proper attire; delivery was creative and orderly; mastery was somehow not shown in the delivery of the lesson. (2 points)	Voice was unclear during the presentation; wore inappropriate attire; delivery was neither creative nor orderly; the presentation was not mastered by the presenter. (1 point)

Learning Objectives (20%)	Learning objectives were stated at the start, gave proper emphasis of these during the presentation or discussion and were satisfactorily met at the end. (4 points)	Learning objectives were mostly stated at the start, gave enough emphasis on these during the presentation or discussion and were met mostly satisfactory at the end. (3 points)	Learning objectives were barely stated at the start, gave little emphasis on these during the presentation or discussion and were somehow satisfactorily met at the end. (2 points)	Learning objectives were not stated at the start but were emphasized during the discussion. The learning objectives were not satisfactorily met. (1 point)	Learning objectives were not stated at the start and were not met in the end. (0 point)
Relevance to the Problem (20%)	Teaching problems were identified and addressed during the presentation; teaching strategies were appropriate in addressing the problem. (4 points)	Teaching problems were mostly identified and addressed during the presentation with competence; teaching strategies were appropriate in addressing the problem. (3 points)	Teaching problems were mostly identified and addressed during the presentation however, some teaching strategies were not appropriate in addressing the problem. (2 points)	Teaching problem was identified and was addressed during the presentation but most of the teaching strategies were inappropriate in addressing the problem. (1 point)	Teaching problem was not identified during the presentation; teaching strategies were inappropriate in addressing the problem. (0 point)
Visual Impact (10%)	Visual elements in the presentation excellently created impact; the colors and font faces are greatly chosen; the presentation is consistent and readable (2 points)	Visual elements in the presentation mostly create impact; the colors and font faces were appropriately chosen; the presentation is mostly consistent and readable (1 point)	Visual elements in the presentation somewhat create impact; the colors and font faces are fairly chosen; the presentation is somewhat consistent and readable (0.5 points)	Visual elements in the presentation lack impact; the colors and font faces were poorly chosen; the presentation design is not consistent and readable (0.25 points)	Visual elements in the presentation do not create impact; the colors and font faces were poorly chosen; the presentation design is not consistent and readable (0 point)