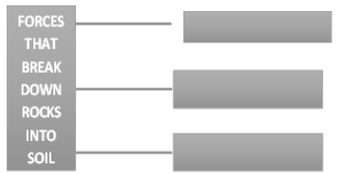
GRADES 1 to 12 DAILY LESSON LOG	School:	DepEdClub.com	Grade Level:	V
	Teacher:	File created by Ma'am EDNALYN D. MACARAIG	Learning Area:	SCIENCE
	Teaching Dates and Time:	APRIL 1 – 5, 2024 (WEEK 1)	Quarter:	4TH QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES					
A. Content Standards	The Learners demonstrate understanding of… weathering and soil erosion shape the Earth's surface and affect living things and the environment				Weekly test
B. Performance Standards	The Learners should be able to… participate in projects that reduce soil erosion in the community				
C. Learning Competencies/Objectives **Write the LC code for each**	1. describe how rocks turn into soil; 2. Identify the forces that break down rocks. 3. Explain how rocks are broken down S5FE-IVa-1/ Page 33of 66				
II. CONTENT	1.Describe how rocks turn into soil. 2.Identify the forces that break down rocks. 3.Explain how rocks are broken down				
III. LEARNING RESOURCES					
A. References					
1. Teacher's Guide pages	• Learning Guide in Science and Health: Rocks Around us				
2. Learner's Material pages	BEAM – Grade 4-Unit 7 – Earth(Learning Guide Soil Erosion)				
3. Textbook pages					
4. Additional Materials from Learning Resource (LR) portal	Website: Environmental Science- Soil and It's Uses Kids Geo.com Science for Daily Use 5 pp. 219-222				
B. Other Learning Resources	video clips 3pcs. marking pen data table bond paper 3pcs. manila paper meta cards	3pcs. Cartolina I believe sticker 3pcs. Marking pen believe sticker Pictures tape	A mineral water bottle with cap Water Cartolina Marking pen		
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	A.Engagement Note: Below are suggested instructions to be observed inside the class.				

	Set Standard on: Avoiding unnecessary noise in watching video clip. Not to stand/walk around the classroom while watching. Focus and cooperation in all activities. Write down important notes to gather information. Observed discipline.				
B. Establishing a purpose for the lesson	After setting standard, do the following: Allow pupils to sit comfortably while watching video. Write down important notes to gather data. Show discipline and cooperation in all activity. Let them watch for 10-15 minutes.				
C. Presenting examples/instances of the new lesson	Day 1 Preparatory Activity: Say: Let us learn more about how rocks turn into soil as we perform the activity.	Day 2 Activity 2: "Whether you believe it or not?"	Day 3 Activity 3 – "Breaking Down Rocks"		
D. Discussing new concepts and practicing new skills #1	What to do: 1.Form a group and choose among your group who will act as leader and presenter. 2.Watch attentively to the video. 3.Write down important notes to gather information. 4.After the viewing, the leader will get the materials from your teacher to be used in the next activity. 5.Go to the working place assigned to each group. 6.Brainstorm ideas about how rocks turn into soil that you have watched from the video. 7.Follow the instruction given. 8.Give your yell if you're done. 9.Post your work and present your output.	What to do: 1.The leader will get the materials from your teacher to be used in the activity. 2.Study and share ideas about the pictures provided to your group.. 3.Paste your I believe sticker if the picture show forces that break down rocks and I don't believe sticker if not. 4.Place all the pictures in the cartolina provided. 5.Label each picture the kind of forces that break down rocks. 6.As soon as you are done with your activity, post your work on the board and report your output. 	What to do: 1.Do this activity ahead of time. 2.The leader will get the materials from your teacher to be used in the activity. 3.Fill the bottle with water up to the brim and screw the cap. 4.Observe the water-filled bottle before doing step 3. 5.Place the bottle inside the freezer overnight. 6.Observe the set up the following morning. 7.Enter your observations in the table provided. 8.Examine the setup again. 9.Think about how water causes the plastic bottle to break. 10.Relate the observation with what is happening to rocks in nature. Before Freezing After Freezing	 **Background:** **Weathering** refers to the group of destructive forces that change the physical and chemical character of rock near the earth's surface. **Mechanical** weathering (or physical disintegration) is the breaking down of rocks into smaller pieces. The change in the rock is physical with little or no chemical change. **Chemical** weathering is the decomposition of rock from exposure to water and atmospheric gases (principally carbon dioxide, oxygen, and water vapor). As rock is decomposed by these agents, new chemical compounds form. Examples of mechanical weathering include: frost action, abrasion, and pressure release. Examples of chemical weathering include: rusting, acid breakdown, and solution weathering. **Erosion** is the picking up or physical removal of rock particles by an agent such as streams or glaciers. Weathering helps break down a solid rock into loose particles that are easily eroded. Most eroded rock particles are at least partially weathered, but rock can be eroded before it has weathered at all. A stream can erode weathered or unweathered rock fragments.	
E. Discussing new concepts and practicing new skills #2	Describe how rock turn into soil in this picture		What are the forces that break down rocks Explain how rocks are broken down		

	  	 			
F. Developing mastery (Leads to Formative Assessment 3)	1.1. How rocks turn into soil? 2.How does natural process break down rocks into soil	What are natural forces that break down rocks? What does each picture show? Name some places where the natural forces that break down rocks happens	1.What happens to the plastic bottle with water when placed inside the freezer overnight? 2.How does water cause the breakdown of rocks in nature?		
G. Finding practical applications of concepts and skills in daily living				1.Using illustration board/cartolina, crayons and pencil ask the pupils to create a poster of a natural process on how rocks turn into soil. (Group Work) 2.Encourage pupils to make their own diagram which shows forces that break down rocks. 3.As an output, you can group the learners. Ask them to compose a song about how rocks are broken.	
H. Making generalizations and abstractions about the lesson	Remember These: Lichens (LYK-uhnz) or tiny plantlike living things, grow on the outsides of the rocks. They slowly break down rock to get nutrients. Temperature changes, wind, and water also slowly break the rock apart. Small plants can grow in the cracks. Plant roots continue to break the rock apart. Wind and water move bits of weathered rocks to new places. Later, the bits are part of the well-developed soil.	Remember These: **mechanical weathering** • breaking of rock → smaller pieces by forces: 	What are the forces that break down rocks?	**Background:** **Weathering** refers to the group of destructive forces that change the physical and chemical character of rock near the earth's surface. **Mechanical** weathering (or physical disintegration) is the breaking down of rocks into smaller pieces. The change in the rock is physical with little or no chemical change. **Chemical** weathering is the decomposition of rock from exposure to water and atmospheric gases (principally carbon dioxide, oxygen, and water vapor). As rock is decomposed by these agents, new chemical compounds form. Examples of mechanical weathering include: frost action, abrasion, and pressure release. Examples of chemical weathering include: rusting, acid breakdown, and solution weathering. **Erosion** is the picking up or physical removal of rock particles by an agent such as streams or glaciers. Weathering helps break down a solid rock into loose particles that are easily eroded. Most eroded rock particles are at least partially weathered, but rock can be eroded before it has weathered at all. A stream can erode weathered or unweathered rock fragments.	

		chemical weathering • changes in rock by chemical processes  **ice wedging** •water freezes in cracks of rock & expands & forces rock to split			
I. Evaluating learning				E.Evaluation: 1-3,  4-5, which of these break down rocks? Strong wind and water Falling leaves Growing plants on rocks Collecting rocks	
J. Additional activities for application or remediation					
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. Mo to the next objective. ___Lesson not carried. _____% of the pupil 80% mastery
B. No. of learners who require additional activities for remediation who scored below 80%	___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 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 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	___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 did not difficulties in answering lesson. ___Pupils found difficul answering their lesson. ___Pupils did not enjo lesson because of lac knowledge, skills and in about the lesson. ___Pupils were inter on the lesson, despi

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C. Did the remedial lessons 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 e 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 re additional activities 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 c up the lesson
F. What difficulties did I encounter which my principal or supervisor can help me 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 continue to re remediation
G. What innovation or localized materials did I use/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.	*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**:	*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.	*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.	*Strategies used that well:* **___Metacognitive Development**: **Example** assessments, note takin studying techniques, vocabulary assignments **___Bridging**: **Exam** Think-pair-share, quick-writes, and anticip charts. **___Schema-Building**: **Examples:** Compare contrast, jigsaw lea peer teaching, and proje **___Contextualization**:

	___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	**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	**___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	**___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	**Examples:** Demonstra media, manipula repetition, and opportunities. **___Text Representation** **Examples:** Student cr drawings, videos, and ga **___Modeling**: **Examples** Speaking slowly and c modeling the language want students to use providing samples of st work. ***Other Techniques Strategies used:*** ___ *Explicit Teaching* ___ Group collaboration ___Gamification/Learni throuh play ___ Answering prelimina activities/exercises ___ Carousel ___ Diads ___ Differentiated Instru ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method ***Why?*** ___ Complete IMs ___ Availability of Mate ___ Pupils' eagernes learn ___ Group member's collaboration/cooperati in doing their tasks ___AudioVisual Presenta of the lesson