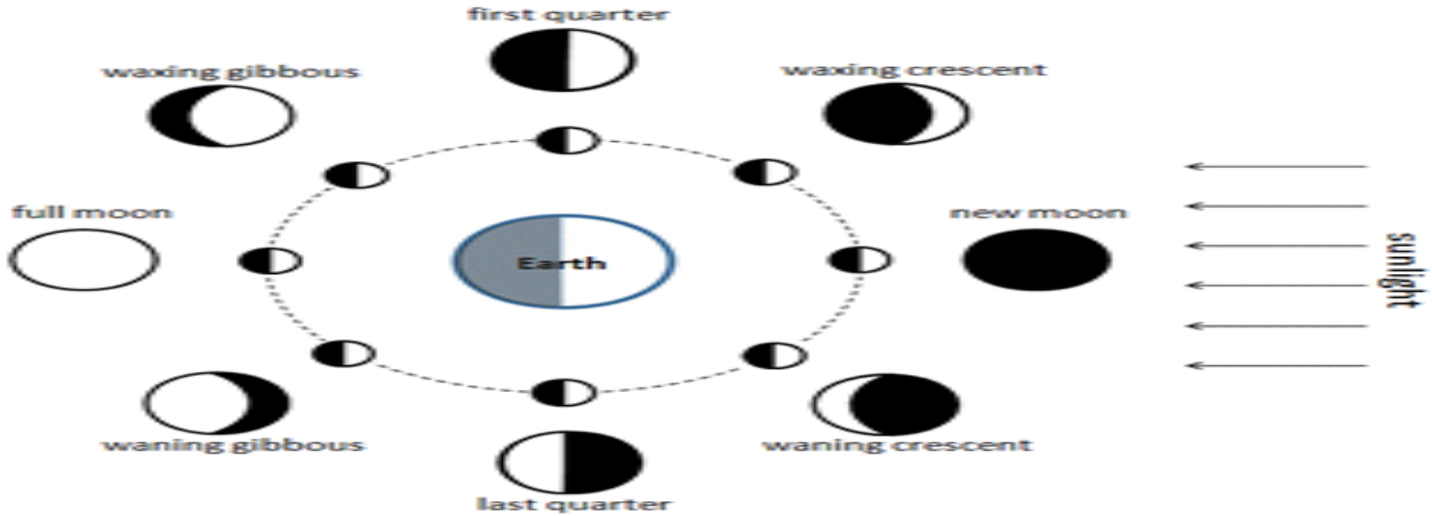
GRADES 1 to 12 DAILY LESSON LOG	School:	DepEdClub.com	Grade Level:	V
	Teacher:		Learning Area:	SCIENCE
	Teaching Dates and Time:	MAY 13 – 17, 2024 (WEEK 7)	Quarter:	4TH QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES					
A. Content Standards	The Learners demonstrate understanding of… the phases of the Moon and the beliefs and practices associated with it				
B. Performance Standards	The Learners should be able to… debug local myths and folklore about the Moon and the Stars by presenting pieces of evidence to convince the community folks				
C. Learning Competencies/Objectives Write the LC code for each	1.Observe the apparent changes in the shape of the moon 2.Infer the pattern in the changes in appearance s of the moon 3.Awareness on environment S5FE-IVgh- 7/Page 34of 66				
II. CONTENT	Phases of the Moon				
III. LEARNING RESOURCES					
A. References					
1. Teacher's Guide pages	Curriculum Guide 5	Curriculum Guide 5	Curriculum Guide 5	Curriculum Guide 5	
2. Learner's Material pages					
3. Textbook pages	- Science for Daily Use 4 (TX/TM) - Science and Health 5	- Science for Daily Use 4 (TX/TM) - Science and Health 5	- Science for Daily Use 4 (TX/TM) - Science and Health 5	- Science for Daily Use 4 (TX/TM) - Science and Health 5	
4. Additional Materials from Learning Resource (LR) portal					
B. Other Learning Resources	Activity 1 2 small ball 1 big flashlight 1 medium size ball 1 tall jar	What you need Manila paper Colors Pentel pen Pencil Model (teacher)	Activity 3 Pictures/ Illustrations	Activity 4 Tarpapel/laptop/video Strip of cartolina Manila paper	
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson					
B. Establishing a purpose for the lesson	A.Engagement: Have you seen the moon? How often do you see it? Use laptop/ slide/ video				

C. Presenting examples/instances of the new lesson	Day I Activity I – Apparent changes in the shape of the moon B.Exploration: Note: Remind the class of the standards in doing activity.	ACTIVITY 2 Day 2 Activity 2 – How we see the moon in its different positions?	Day 3 Activity 3 Show through a model how the relative position of the observer on earth and the moon and sun cause apparent changes in the shape of the moon.	Day 4 Activity 4 – More things to do.	Day 5 – Checking up Activity 5
	1.Prepare in advance. 2.Distribute materials to each group. 3.Remind them to work on the activity for 15 – 20 minutes. 4.While class is working on the assigned tasks, will go around to check the progress .				
D. Discussing new concepts and practicing new skills #1	What to do : 1.Place the medium size ball on top of the tall jar. 2.Align the small ball with the bigger ball 3.Focus the flashlight on the small ball. 4.Move the small ball around the bigger ball make a complete revolution.	What to do: Color the parts of the moon visible from earth yellow and those not visible black. Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	What to do: a.Darken your room, b.Place a lighted lamp on one side of the table. c.Hold a ball infront of it. d.Look at the lighted part of the ball. e.Turn the ball counterclockwise slowly. Note the lighted part of the ball.		
	C.Explanation: 1.Have each group present their output for 5 minutes only and answer the guide questions. 2.Process the responses of each group and find out the similarities and differences of their answers.				
E. Discussing new concepts and practicing new skills #2	What do the following represent? Small ball _____ Bigger ball _____		Guide question: 1.Why does the moon seen to change its shape? 2. Describe its changes.		

	Flashlight _____ Did the moon change its shape? What was really changed?		3. Describe the different phase of the moon.		
	D.Elaboration/ Extension: Using the model, it shows the apparent changes of the shapes of the moon in relation to its position to the earth and the sun. Note the lighted section in each phase of the moon  				
F. Developing mastery (Leads to Formative Assessment 3)				1.Draw the different phase of the moon from new moon to full moon. 2.Label and describe each phase	
G. Finding practical applications of concepts and skills in daily living					
H. Making generalizations and abstractions about the lesson					
I. Evaluating learning					Label the different phase of the moon show below. Rearrange the drawing in their order of appearance beginning with the new

					moon. Write the answer in your note book.
J. Additional activities for application or remediation	.	IV.Assignment: Draw the correct pattern in the changes of the phases of the moon.			
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 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 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 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 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 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 who continue to require 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. **___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.	*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.	*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	*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	*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,

	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	***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	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	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	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 ___AudioVisual Presentation of the lesson