

 GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	
	Teacher:	Depedtrends.com	Learning Area:	
	Teaching Dates and Time:		Quarter:	

I. OBJECTIVES	
A. Content Standards	The learners demonstrate an understanding of the characteristics of light.
B. Performance Standards	The learners shall be able to suggest proper lighting in various activities
C. Learning Competencies Write the LC code for each	Relate characteristics of light such as color and intensity to frequency and wavelength. S7FE – IIIf-10
D. Learning Objectives	Design a simple experiment to show that light travels in a straight line.
II. CONTENT	Characteristics of Light
III. LEARNING RESOURCES	
A. References	
1. Teacher's Guide pages	226-227
2. Learner's Materials pages	234-235
3. Textbook pages	
4. Additional Materials from Learning Resource (LR) portal	
B. Other Learning Resources	
IV. PROCEDURES	
A. Reviewing previous lesson or presenting the new lesson (2 mins.) elicit	Can you share what you learned about colors of light?
B. Establishing a purpose for the lesson (1 min.) Engage	How does light travel? Note: Use prism if necessary.
C. Presenting examples/ instances of the new lesson Explore (2-5 mins.)	Is there a possibility that light will bend when travelling? Cite an evidence.
D. Discussing new concepts and practicing new skills #1 Explain (15 mins.)	Group Activity (Teacher Guided) Perform Activity 4: Light Up Straight! (LM pages 234-235) For the possible setup, refer to TG page 227 Note: Please see to it that the students have understood the General Instructions well.
E. Discussing new concepts and practicing new skills #2 (10 mins.)	Each group will be asked to present the simple experiment they have designed. Note: For the Rubric scoring, please refer to LM page 226-227.
F. Developing mastery (Leads to Formative Assessment 3) (12 mins.)	What can you say about the activity? How did you come up with your design? Can your experiment prove that light travels in a straight line? How?

Elaborate	What concept/s of light were you able to develop in your experiment?
G. Finding practical applications of concepts and skills in daily living (3 mins.)	Give other proofs that light travel in a straight line.
H. Making generalizations and abstractions about the lesson (3 mins)	If you were to design your own experiment to show that light travels in a straight line, what would it be? What materials are you going to use?
I. Evaluating learning (8 mins)	Making the experimental design will serve as the formative assessment
J. Additional activities for application or remediation (1 min)	Try designing another experiment on the same topic. Use other materials, if possible use discarded or recyclable ones.
V. REMARKS	
VI. REFLECTION	
A. No .of learners who earned 80% on the formative assessment	
B. No. of learners who require additional activities for remediation.	
C. Did the remedial lessons work? No. of learners who have caught up with the lesson.	
D. No .of learners who continue to require remediation	
E. Which of my teaching strategies worked well? Why did these work?	
F. What difficulties did I encounter which my principal or supervisor can help me solve?	
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?	

Prepared by:

Checked by

Teacher

School Head

Observed by:
