GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	V
	Teacher:	*Credits to the Writer of this DLL*	Learning Area:	SCIENCE
	Teaching Dates and Time:	MAY 22-26, 2023 (WEEK 4)	Quarter:	4TH QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES					
A. Content Standards	weather disturbances and their effects on the environment.				
B. Performance Standards	prepares individual emergency kit.				
C. Learning Competencies/Objectives Write the LC code for each	1. Observe the changes in the weather before, during and after a typhoon. 2. Practice precautionary measures before, during, and after a typhoon. 3. Show concern to everyone especially in times when weather disturbances occur S5FE-IVd-4/Page 34of 66				
II. CONTENT	Weather Disturbances 2.1 Types of weather disturbances: 2.2 Effects of weather disturbances on living things and the environment.				
III. LEARNING RESOURCES					
A. References					
1. Teacher's Guide pages					
2. Learner's Material pages					
3. Textbook pages	Science and Health 5 by Natividad Alegre del Prado VICARISH PUBLICATIONS Science and Health 5 by Carmelita Coronel et. Al. SD Publications Inc.				
4. Additional Materials from Learning Resource (LR) portal	Google.com,/images YouTube				
B. Other Learning Resources	Metacards, sandtable, strips of paper, pictures				
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	Day 1 1.Review Provide each row with words written on metacards.		Day 3 A.Engagement Review / Motivation	Day 4 A.Engagement	Day 5 A.Engagement 1.What should be done before a typhoon?

	Task: Select the metacards where effects of soil erosion are written and post them on the space provided for your group on the board.		Presentation of simple assigned pantomime of the conditions before, during, and after a typhoon.	1.Why is it important to know the weather condition when planning daily activities? 2.Sharing of experiences encountered during previous typhoons.	2.How can we ensure safety during a typhoon? 3.Should we stay calm and relax right after a typhoon?
B. Establishing a purpose for the lesson	2.Motivation Present pictures showing before, during and after a typhoon. Let pupils observe and later infer then tell something about the picture.				
C. Presenting examples/instances of the new lesson	B.Exploration 1.Divide the class into three groups. 2.Introduce the activities. Let them follow the directions very well.		B.Exploration 1. Ask the pupils to stay with their groupings the previous day. Tell them to work on Lesson___LM Activity__ What are the safety precautions? Before During After a typhoon? Answer the guide questions. 2.Guide the pupils in doing the activity.	B.Exploration 1.Video showing on the weather conditions before, during and after the typhoon. Refer to LM Activity ___.	B.Exploration 1.Group learners into 3. Tell them they will do a role playing activity. 2. Let them do LM Activity ____.
D. Discussing new concepts and practicing new skills #1	Group 1 Lesson ___: LM Activity 1. What are the changes in the weather before a typhoon? Group 2 Lesson____: LM Activity 2. What are the changes in the weather during a typhoon? Group 3 Lesson ____: LM Activity 3. What are the changes in the weather after a typhoon? 3. Let each group answer all the questions in their assigned activity. 4. Guide the pupils as they perform the activity. Observe maximum participation of the group members.	**Day 2** C.Explanation 1.Ask a representative of each group to share their answers and results of the different activities. 2.Ask: How do you feel about the activity? Activity 1 1.How will you describe the weather in the illustration? 2.With its set up, what do you think is about to happen or occur? Activity 2 1.What is the condition of the environment? 2.What can you say about the weather? Describe it. 3.How do people react with the weather condition?	C.Explanation 1.Call a representative from each group to report on their outputs. 2.Give additional informations	C.Explanation 1.Discussion on what the learners have watched on the video presentation. 2.Let them conclude based on what they have seen	C.Explanation Discussion on the presentations done by the learners.

		Activity 3 1.Describe the weather condition as compared to that of group 1 and 2? 2.What are the people doing? 3.What conclusion can you make based on the picture			
E. Discussing new concepts and practicing new skills #2		Teacher will discuss the weather conditions before, during and after a typhoon based on the learners report and give further explanation	D.Elaboration / Extension Why is it important to know the weather before planning different activities? Discuss further about this information. People need to know about the weather to be able to do their daily activities. Everyone's activities depend upon the kind of weather for the day. During storms or typhoons, especially when typhoon signals are announced, school children are advised not to go to school and just stay home because streets may be flooded and objects blown by the wind are dangerous. When you and your friends plan for a picnic for the following day, you wish to know if the weather would be fair. If you plan some sports activities such as outdoor games, you need to know whether it will rain or not. You want to be sure if you could play in the baseball field or open basketball court. When you are about to leave the house, you want to know whether you will take an umbrella or leave it at home. You also want to know what kind of clothes to wear. Farmers plan their planting activities according to	D.Elaboration 1.Instruct learners to share their experiences and ideas gained in watching the video presentation. 2.Guide the pupils as they do the sharing.	D.Extension Discuss further about weather changes and safety precautions before, during and after a typhoon. Refer to Science and Health 5 p. 237

			the weather. They listen to weather forecasts to know if there would be just enough rains when they plant their crops. And they should have harvested their crops before the heavy rain come. Transportation services also depend on the weather for operations. Only few buses and jeepneys ply the streets during typhoons because they do not want to be stranded in the flood. Pilots and ship captains have to know the weather so that they can be warned of coming storms, strong winds, thick clouds, and fogs that can be dangerous to travel.		
F. Developing mastery (Leads to Formative Assessment 3)		Using a sandtable, ask pupils to do LM Activity 4.			
G. Finding practical applications of concepts and skills in daily living					
H. Making generalizations and abstractions about the lesson					
I. Evaluating learning		Evaluation As observed, list down the weather changes in the following conditions Before a Typhoon During a Typhoon After a Typhoon	E.Evaluation Oral- State what precautionary measure should you take during the following situations: 1.Clouds are dark, wind starts to blow. 2.Wind blows so hard, roofs and trees were broken. 3.Soil erosions and fallen rocks were on the streets. 4.Streets are flooded. Electric wires laid on the streets.	E.Evaluation Write a short paragraph about the video presentation you have watched.	E.Evaluation Oral – What safety precautions should be practiced: Group I – Before a typhoon Group 2 – During a typhoon Group3 – After a typhoon

			5.News forecast revealed strong typhoon is expected within 24 hours.		
J. Additional activities for application or remediation					
V. REMARKS					
VI. REFLECTION					
A. No. of learners who earned 80% in the evaluation					
B. No. of learners who require additional activities for remediation who scored below 80%					
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?					