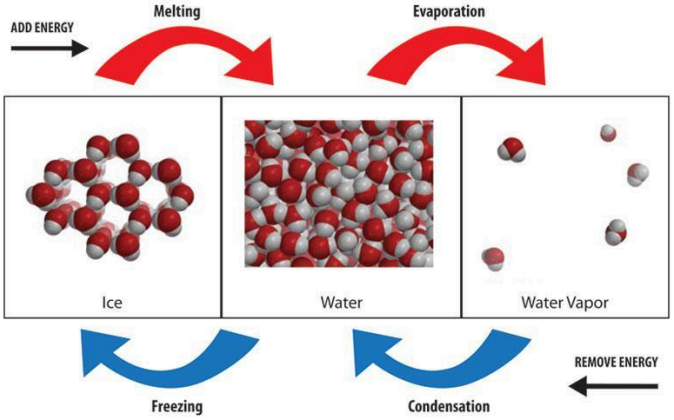
GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	
	Teacher:	Depedtrends.com	Learning Area:	
	Teaching Dates and Time:		Quarter:	

I. OBJECTIVES	
A. Content Standards	The learners demonstrate an understanding of the particle nature of matter as basis for explaining properties, physical changes, and structure of substances and mixtures
B. Performance Standards	The learners shall be able to present how water behaves in its different states within the water cycle
C. Learning Competencies Write the LC code for each	The learners should be able to explain physical changes in terms of the arrangement and motion of atoms and molecules (**S8MT-IIIc-d-9)**
D. Learning Objectives	Describe how the particles of water behave as ice changes to liquid.
II. CONTENT	
III. LEARNING RESOURCES	
A. References	
1. Teacher's Guide pages	
2. Learner's Materials pages	**187-189**
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	Review: How vapor is formed? How about rain? (Refer answer to concepts of evaporation and condensation)
B. **Establishing a purpose for the lesson (1 min.) Engage**	Let the students group themselves and be seated together in preparation for Activity 6.
C. Presenting examples/ instances of the new lesson Explore (2-5 mins.)	Present instruction for activity 6 and explain how to perform the activity correctly.
D. **Discussing new concepts and practicing new skills #1 Explain (15 mins.)**	Let the students perform activity 6 and answer questions 1 to 2.
E. Discussing new concepts and practicing new skills#2 (10 mins.)	Let the students present their answer and make corrections as needed.

	Answer: Q1. After one to five minutes (depending on the room temperature), the ice begins to turn into a liquid. (Some students may write that "the ice melted.") When ice, which is a solid, turns into a liquid, the particles or molecules of solid water vibrate faster due to the higher temperature in the room compared to the freezer. Eventually, the particles or molecules break away from their fixed positions and so they turn to a liquid. Q2. The liquid will turn into solid when transferred to the freezer.
F. Developing mastery **(Leads to Formative Assessment 3)** **(12 mins.)** **Elaborate**	Let the students examine the illustration:  *Image source:* *https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcQwT6Oy-DVHQGT2C05P8fE76i46zcKZZpsDm0QZV_EFTCGGHd32BA* Describe the particles from ice to water. *Answer: water-loose, ice-more compact* What is the role of energy in the process? *Answer:Energy is neede to melt ice or to turn water to ice. Change of phase of water involves addition or release of energy.*
G. Finding practical applications of concepts and skills in daily living **(3 mins.)**	Energy is needed to change a phase of matter to another. Energy may be added or removed.
H. Making generalizations and abstractions about the lesson **(3 mins)**	If you intend to distribute ice candy in a community service to IPs in a remote barangay where there is no electricity, how will you preserve the ice candy? Answer: Keep the particles of ice candy in static motion, hence, keep the temperature low so as not to melt the ice. An ice box may be used.
I. Evaluating learning **(8 mins)**	Describe how the particles of water behave as ice changes to liquid. Determine if the following description is correct or not correct? *Answer:* 1. Exposing ice to high temperature preserves its solid state. *Not Correct* 2. Particles of water vibrate faster in higher than room temperature. *Correct* 3. Particles of water move slower inside the freezer. *Correct* 4. Energy is needed to change ice to water. *Correct*
J. Additional activities for application or remediation **(1 min)**	Prepare for a summative test.
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: