

 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	Explain the process taking place when liquid change to gas.
II. CONTENT	Changes in Matter: Liquid to Gas
III. LEARNING RESOURCES	
A. References	
1. Teacher's Guide pages	
2. Learner's Materials pages	182-184
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 the Venn diagram of solid, liquid and gas that was made by the students in previous class.
B. Establishing a purpose for the lesson (1 min.) Engage	Group the students and let them sit together.
C. Presenting examples/ instances of the new lesson Explore (2-5 mins.)	Have you tried boiling water? What happens to water in the kettle when it boils. Relate students answer to introduce topic about evaporation.
D. Discussing new concepts and practicing new skills #1 Explain (15 mins.)	Let the students watch a video of evaporation and condensation. The Water Cycle- How rain is formed-Lesson for kids Source: https://www.youtube.com/watch?v=s0bS-SBAqJI 
E. Discussing new concepts and practicing new skills #2 (10 mins.)	Let the student perform Activity 4. What changes takes place when water is left in an open container? In a closed container? – p. 182-183 of LM (Activity will be continued on the next class).

F. Developing mastery (Leads to Formative Assessment 3) (12 mins.) Elaborate	Groups will answer question 1 to 4 of Activity 4 LM p. 183.
G. Finding practical applications of concepts and skills in daily living (3 mins.)	Is there a change that occurs in water particles in the process of evaporation? Is there a similarity in the change observed in the activity? <i>Just let the student answer with Yes or No. Answers will be processed on the next session.</i>
H. Making generalizations and abstractions about the lesson (3 mins)	Do you have canals near your home? Is the water clean or polluted? What is the effect of pollution to evaporation of water? ANSWER: <i>The rate of evaporation was about 3 % lower than that of distilled water. The lowering (2 %) of saturated water vapor pressure by high salinity (3.5 %) of sea water caused this reduction of evaporation. ... These polluted water seems to contain various pollutants which give some influences to the rate of evaporation</i> Reference. Possible effects of water pollution on the evaporation from water surface by Yoshinari Ambe, not retrieved from https://www.tandfonline.com/doi/abs/10.1080/03680770.1992.11900536?journalCode=tinw19
I. Evaluating learning (8 mins)	(Oral Evaluation) Explain the process taking place when liquid changes to gas.
J. Additional activities for application or remediation (1 min)	Prepare manila paper and pentel pen for next day's activity.
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:
