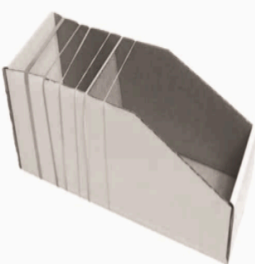

 <b>GRADES 1 to 12</b> <b>DAILY LESSON LOG</b>	<b>School:</b>		<b>Grade Level:</b>	
	<b>Teacher:</b>	<a href="http://Depedtrends.com">Depedtrends.com</a>	<b>Learning Area:</b>	
	<b>Teaching Dates and Time:</b>		<b>Quarter:</b>	

<b>I. OBJECTIVES</b>	
<b>A. Content Standards</b>	The learners demonstrate an understanding of the characteristics of sound
<b>B. Performance Standards</b>	
<b>C. Learning Competencies</b> Write the LC code for each	<b>Explain sound production in the human voice box, and how pitch, loudness, and quality of sound vary from one person to another.</b> <b>S7FE-IIIe-8</b>
<b>D. Learning Objectives</b>	<b>Describe the characteristics of sound.</b>
<b>II. CONTENT</b>	<b>Sound</b>
<b>III. LEARNING RESOURCES</b>	
<b>A. References</b>	
1. Teacher's Guide pages	210-211
2. Learner's Materials pages	209-212
3. Textbook pages	
4. Additional Materials from Learning Resource (LR) portal	
<b>B. Other Learning Resources</b>	
<b>IV. PROCEDURES</b>	
<b>A. Reviewing previous lesson or presenting the new lesson</b> <b>(2 mins.)</b> <b>elicit</b>	Why is it that solids transmit sounds better compared to liquids and gases?
<b>B. Establishing a purpose for the lesson</b> <b>(1 min.)</b> <b>Engage</b>	<p>Show a picture of a sound box and a guitar</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>Ask the students to give their similarities and differences.</p>
<b>C. Presenting examples/ instances of the new lesson</b> <b>Explore</b> <b>(2-5 mins.)</b>	<p>Activity Part 1: Sounding Box, pages 210-211</p> <ol style="list-style-type: none"> <li>The class will be divided into six (6)</li> <li>Each group brings out the materials needed indicated in the learner's module.</li> <li>Read and follow the procedure.</li> </ol> <p>Answer the questions in the given activity</p>

<b>D. Discussing new concepts and practicing new skills #1</b> <b>Explain</b> <b>(15 mins.)</b>	The group presenters will give and explain their own output. The teacher will process the answers
<b>E. Discussing new concepts and practicing new skills#2</b> <b>(10 mins.)</b>	What will you do to the strings if you want to hear higher and lower frequencies?
<b>F. Developing mastery</b> <b>(Leads to Formative Assessment 3)</b> <b>(12 mins.)</b> <b>Elaborate</b>	What are the characteristics of sound waves which are common to all types of waves?
<b>G. Finding practical applications of concepts and skills in daily living</b> <b>(3 mins.)</b>	Your voice belongs to base or alto. What string instrument will you use, an instrument with higher frequency or an instrument with lower frequency? Explain your answer.
<b>H. Making generalizations and abstractions about the lesson</b> <b>(3 mins)</b>	Describe the frequency of the different strings in terms of their thickness and length.
<b>I. Evaluating learning</b> <b>(8 mins)</b>	<ol style="list-style-type: none"> <li>Which of the following best describes a high frequency sound? It has____. A. Low pitch    C. low energy B. High pitch    D. A and C</li> <li>Compared to a thin string of the same length and tightness, a thick string produces sound of____ A. The same frequency B. higher frequency C. Lower frequency D. Lower then higher frequency</li> <li>A string that is strummed with great force has_____ A. Low amplitude B. High amplitude C. Low and later becomes high D. Undetermined</li> <li>A ukulele and a guitar are being played producing sound waves of the same amplitude and frequency. Which statement below is TRUE? A. Both have the same pitch, loudness and timbre. B. Both have the same pitch and loudness but different timbre. C. Both have the same pitch and timbre but different loudness. D. Both have the same loudness and timbre but different pitch.</li> <li>Which statement is CORRECT about the frequencies of the different strings? A. The thicker the string, the higher the frequency. B. The thinner the string, the lower the frequency C. The thinnest string has the lowest frequency D. The thickest string has the lowest frequency</li> </ol>
<b>J. Additional activities for application or remediation</b> <b>(1 min)</b>	Let the students make their own improvised musical instruments
<b>V. REMARKS</b>	

<b>VI. REFLECTION</b>	
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:

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