

 GRADES 1 to 12 DAILY LESSON LOG	School:	Visit DepEdResources.com for More	Grade Level:	V
	Teacher:	File Created by Ma'am EDNALYN D. MACARAIG	Learning Area:	SCIENCE
	Teaching Dates and Time:	JANUARY 15 – 19, 2024 (WEEK 9)	Quarter:	2 ND QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I.OBJECTIVES					
A.Content Standards	The learners demonstrate understanding of the interactions for survival among living and non-living things that take place in estuaries and intertidal zones	The learners demonstrate understanding of the interactions for survival among living and non-living things that take place in estuaries and intertidal zones	The learners demonstrate understanding of the interactions for survival among living and non-living things that take place in estuaries and intertidal zones	The learners demonstrate understanding of the interactions for survival among living and non-living things that take place in estuaries and intertidal zones	
B.Performance Standards	The learners should be able to create a hypothetical community to show how organisms interact and reproduce to survive	The learners should be able to create a hypothetical community to show how organisms interact and reproduce to survive	The learners should be able to create a hypothetical community to show how organisms interact and reproduce to survive	The learners should be able to create a hypothetical community to show how organisms interact and reproduce to survive	
C.Learning Competencies/Objectives	The learners should be able to explain the reasons why we need to protect and conserve estuaries and intertidal zones	The learners should be able to explain the reasons why we need to protect and conserve estuaries and intertidal zones	The learners should be able to explain the reasons why we need to protect and conserve estuaries and intertidal zones	The learners should be able to explain the reasons why we need to protect and conserve estuaries and intertidal zones	
II.CONTENT	Reasons why we need to protect and conserve estuaries and intertidal zones	Reasons why we need to protect and conserve estuaries and intertidal zones	Reasons why we need to protect and conserve estuaries and intertidal zones	Reasons why we need to protect and conserve estuaries and intertidal zones	
III.LEARNING RESOURCES					
A.References					
1.Teacher’s Guide pages	CG p.32	CG p.32	CG p.32	CG p.32	CG p.32
2.Learners’s Materials pages					
3.Textbook pages					
4.Additional materials from learning resource (LR) portal	Google.com	Google.com	Google.com	Google.com	
B.Other Learning Resource					
IV.PROCEDURES					
A.Reviewing previous lesson or presenting the new lesson	Answer the riddle: I am a habitat where salty water and fresh water meet. What am I? I am a kind of habitat where four zones meet. What am I?	Answer the riddle: I am a habitat where salty water and fresh water meet. What am I? I am a kind of habitat where four zones meet. What am I?	Answer the riddle: I am a habitat where salty water and fresh water meet. What am I? I am a kind of habitat where four zones meet. What am I?	Answer the riddle: I am a habitat where salty water and fresh water meet. What am I? I am a kind of habitat where four zones meet. What am I?	
B.Establishing a purpose for the lesson	Puzzle Building of Pictures of damaged estuaries and intertidal zone The group who could finish the earliest time is the winner	Puzzle Building of Pictures of damaged estuaries and intertidal zone The group who could finish the earliest time is the winner	Puzzle Building of Pictures of damaged estuaries and intertidal zone The group who could finish the earliest time is the winner	Puzzle Building of Pictures of damaged estuaries and intertidal zone The group who could finish the earliest time is the winner	

C.Presenting Examples/ instances of the new lesson	Group Activity: “The Day After Tomorrow” I. Problem: What are the reasons why we need to protect and conserve estuaries and intertidal zones? II. Materials: Pictures of damaged estuaries and intertidal zones III. Procedures: 1. Use the picture provided to complete the table below. 2. Infer the reasons why we need to protect and conserve the estuaries and intertidal zones. 3. Record your answers in the table below. Ecosystem C auses of Destruction Effects of Destruction Estuaries Intertidal Zone Questions: What are the reasons why we need to protect and conserve estuaries and intertidal zones? IV. Conclusion Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	Group Activity: “The Day After Tomorrow” I. Problem: What are the reasons why we need to protect and conserve estuaries and intertidal zones? II. Materials: Pictures of damaged estuaries and intertidal zones III. Procedures: 1. Use the picture provided to complete the table below. 2. Infer the reasons why we need to protect and conserve the estuaries and intertidal zones. 3. Record your answers in the table below. Ecosystem C auses of Destruction Effects of Destruction Estuaries Intertidal Zone Questions: What are the reasons why we need to protect and conserve estuaries and intertidal zones? IV. Conclusion	Group Activity: “The Day After Tomorrow” I. Problem: What are the reasons why we need to protect and conserve estuaries and intertidal zones? II. Materials: Pictures of damaged estuaries and intertidal zones III. Procedures: 1. Use the picture provided to complete the table below. 2. Infer the reasons why we need to protect and conserve the estuaries and intertidal zones. 3. Record your answers in the table below. Ecosystem C auses of Destruction Effects of Destruction Estuaries Intertidal Zone Questions: What are the reasons why we need to protect and conserve estuaries and intertidal zones? IV. Conclusion	Group Activity: “The Day After Tomorrow” I. Problem: What are the reasons why we need to protect and conserve estuaries and intertidal zones? II. Materials: Pictures of damaged estuaries and intertidal zones III. Procedures: 1. Use the picture provided to complete the table below. 2. Infer the reasons why we need to protect and conserve the estuaries and intertidal zones. 3. Record your answers in the table below. Ecosystem C auses of Destruction Effects of Destruction Estuaries Intertidal Zone Questions: What are the reasons why we need to protect and conserve estuaries and intertidal zones? IV. Conclusion	
D.Discussing new concepts and practicing new skills #1	Group Reporting/ Presentation of the Output Sharing the results	Group Reporting/ Presentation of the Output Sharing the results	Group Reporting/ Presentation of the Output Sharing the results	Group Reporting/ Presentation of the Output Sharing the results	
E. Discussing new concepts and practicing new skills #2	Answer the following question: a. What are the causes of environmental destruction in estuaries and intertidal zone? b. What are the effects of damaged estuaries and intertidal zone? c. What are the reasons why we need to protect and conserve estuaries and intertidal zone?	Answer the following question: a. What are the causes of environmental destruction in estuaries and intertidal zone? b. What are the effects of damaged estuaries and intertidal zone? c. What are the reasons why we need to protect and conserve estuaries and intertidal zone?	Answer the following question: a. What are the causes of environmental destruction in estuaries and intertidal zone? b. What are the effects of damaged estuaries and intertidal zone? c. What are the reasons why we need to protect and conserve estuaries and intertidal zone?	Answer the following question: a. What are the causes of environmental destruction in estuaries and intertidal zone? b. What are the effects of damaged estuaries and intertidal zone? c. What are the reasons why we need to protect and conserve estuaries and intertidal zone?	
F.Developing Mastery	Direction: Complete the Venn diagram by giving the reasons why we need to protect and conserve estuaries and intertidal zones	Direction: Complete the Venn diagram by giving the reasons why we need to protect and conserve estuaries and intertidal zones	Direction: Complete the Venn diagram by giving the reasons why we need to protect and conserve estuaries and intertidal zones	Direction: Complete the Venn diagram by giving the reasons why we need to protect and conserve estuaries and intertidal zones	
G.Finding Parctical application of concepts and skills in daily living	As a Grade V pupil, how could you help in protecting and conserving estuaries and intertidal zone?	As a Grade V pupil, how could you help in protecting and	As a Grade V pupil, how could you help in protecting and	As a Grade V pupil, how could you help in protecting and	

		conserving estuaries and intertidal zone?	conserving estuaries and intertidal zone?	conserving estuaries and intertidal zone?	
H.Making generalization and abstraction about the lesson	Based on the activity conducted, what are the reasons why we need to protect and conserve estuaries and intertidal zone? Background Information for the Teacher Human lives depend to some extent on the abundant resources of estuaries. Humans, therefore, need to live in harmony with every component of an ecosystem like estuary and intertidal zone. Every individual has a duty to use wisely and preserve the resources that we find and enjoy on every part of our planet. We must realize that we do not own it. The time for action to protect and restore the estuary and intertidal zone is now for tomorrow might be too late every individual should take active role in the implementation of conservation programs to identify and address water quality, pollution, and habitat problems within estuaries. It is the responsibility of the people to examine their everyday activities and think about how they might be contributing to the pollution problem. Here are some suggestions oh how the people, including you, can make a difference in the protection of the habitat of organisms: ☞ Be informed and get involved - o The people should be aware that estuaries are sensitive habitat areas - o They should get involved in dealing with habitat issues that affect the community in which they live or work - o For pupils they can join tree – planting programs, clean – up drive in school and community ☞ Take full responsibility for one’s own backyard - o Minimize the application of fertilizers, herbicides, or pesticides in your yard - o Use environment – friendly products such as organic fertilizers and biocontrols in place of pesticides to safeguard the	Based on the activity conducted, what are the reasons why we need to protect and conserve estuaries and intertidal zone? 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	entry of harmful substances into the waters and end up in estuaries - o Conserve water in your daily life to reduce runoff that may find its way into the estuaries - o Preserve existing trees and plant new trees and shrubs to help prevent erosion - o Dispose your yard wastes and chemicals properly ☞ Practice good housekeeping at all times - o In every household, each person is encouraged to keep all forms of garbage out of street gutters and storm drains - o Install water-saving devices in shower heads and toilet bowls - o Replace any dripping faucets of leaky pipes - o Don't dispose toxic wastes and chemicals down your toilet bowl - o Buy and use non-toxic household products - o Practice 5Rs: REDUCE, REUSE, RECYCLE, REPAIR, and RECOVER - o Always follow label instructions for the use and disposal of household ☞ Give due respect and great concern to estuary - o When you enter an estuary riding a hired boat, be careful not to touch or hurt the organisms there. Better still, avoid entering sensitive habitat areas such as estuaries - o Make sure you keep all waste produced during picnics in a safe bag and disposed properly when you're back on land - o Avoid dumping any chemicals like gasoline and oil products, or heavy metal into the waters of the estuary	- o Use environment – friendly products such as organic fertilizers and biocontrols in place of pesticides to safeguard the entry of harmful substances into the waters and end up in estuaries - o Conserve water in your daily life to reduce runoff that may find its way into the estuaries - o Preserve existing trees and plant new trees and shrubs to help prevent erosion - o Dispose your yard wastes and chemicals properly ☞ Practice good housekeeping at all times - o In every household, each person is encouraged to keep all forms of garbage out of street gutters and storm drains - o Install water-saving devices in shower heads and toilet bowls - o Replace any dripping faucets of leaky pipes - o Don't dispose toxic wastes and chemicals down your toilet bowl - o Buy and use non-toxic household products - o Practice 5Rs: REDUCE, REUSE, RECYCLE, REPAIR, and RECOVER - o Always follow label instructions for the use and disposal of household ☞ Give due respect and great concern to estuary - o When you enter an estuary riding a hired boat, be careful not to touch or hurt the organisms there. 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I.Evaluating learning	Direction: Write TRUE if the statement is correct and FALSE if the statement is incorrect. 1. The wild animals will no longer have shelter. 2. The wild animals will be in extinct. 3. The ecosystem will be affected. 4. The reproduction of wild animals will be affected. 5. The ecosystem will be the same	Direction: Write TRUE if the statement is correct and FALSE if the statement is incorrect. 1. The wild animals will no longer have shelter. 2. The wild animals will be in extinct. 3. The ecosystem will be affected. 4. The reproduction of wild animals will be affected. 5. The ecosystem will be the same	Direction: Write TRUE if the statement is correct and FALSE if the statement is incorrect. 1. The wild animals will no longer have shelter. 2. The wild animals will be in extinct. 3. The ecosystem will be affected. 4. The reproduction of wild animals will be affected. 5. The ecosystem will be the same	Direction: Write TRUE if the statement is correct and FALSE if the statement is incorrect. 1. The wild animals will no longer have shelter. 2. The wild animals will be in extinct. 3. The ecosystem will be affected. 4. The reproduction of wild animals will be affected. 5. The ecosystem will be the same	
J.additional activities for application or remediation	Interview your parents about their opinion in protecting natural resources.	Interview your parents about their opinion in protecting natural resources.	Interview your parents about their opinion in protecting natural resources.	Interview your parents about their opinion in protecting natural resources.	
V.REMARKS					
VI.REFLECTION					
A.No. of learners who earned 80% in the evaluation	___Lesson carried. Move on to the next objective. ___Lesson not carried. ____% of the pupils got 80% mastery	___Lesson carried. Move on to the next objective. ___Lesson not carried. ____% of the pupils got 80% mastery	___Lesson carried. Move on to the next objective. ___Lesson not carried. ____% of the pupils got 80% mastery	___Lesson carried. Move on to the next objective. ___Lesson not carried. ____% of the pupils got 80% mastery	___Lesson carried. Move on to the next objective. ___Lesson not carried. ____% of the pupils got 80% mastery
B.No.of learners who require additional activities for remediation	___Pupils did not find difficulties in answering their lesson. ___Pupils found difficulties in answering their lesson. ___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. ___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. ___Pupils mastered the lesson despite of limited resources used by the teacher. ___Majority of the pupils finished their work on time.	___Pupils did not find difficulties in answering their lesson. ___Pupils found difficulties in answering their lesson. ___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. ___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. ___Pupils mastered the lesson despite of limited resources used by the teacher.	___Pupils did not find difficulties in answering their lesson. ___Pupils found difficulties in answering their lesson. ___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. ___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher. ___Pupils mastered the lesson despite of limited resources used by the teacher.	___Pupils did not find difficulties in answering their lesson. ___Pupils found difficulties in answering their lesson. ___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. ___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher.	___Pupils did not find difficulties in answering their lesson. ___Pupils found difficulties in answering their lesson. ___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson. ___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher.

	___Some pupils did not finish their work on time due to unnecessary behavior.	___Majority of the pupils finished their work on time. ___Some pupils did not finish their work on time due to unnecessary behavior.	___Majority of the pupils finished their work on time. ___Some pupils did not finish their work on time due to unnecessary behavior.	___Pupils mastered the lesson despite of limited resources used by the teacher. ___Majority of the pupils finished their work on time. ___Some pupils did not finish their work on time due to unnecessary behavior.	___Pupils mastered the lesson despite of limited resources used by the teacher. ___Majority of the pupils finished their work on time. ___Some pupils did not finish their work on time due to unnecessary behavior.
C.Did the remedial work? No.of learners who have caught up with the lesson	___ of Learners who earned 80% above	___ of Learners who earned 80% above	___ of Learners who earned 80% above	___ of Learners who earned 80% above	___ of Learners who earned 80% above
D.No. of learners who continue to require remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation
E.Which of my teaching strategies worked well? Why did these work?	___Yes ___No ___ of Learners who caught up the lesson	___Yes ___No ___ of Learners who caught up the lesson	___Yes ___No ___ of Learners who caught up the lesson	___Yes ___No ___ of Learners who caught up the lesson	___Yes ___No ___ of Learners who caught up the lesson
F.What difficulties did I encounter which my principal or supervisor can help me solve?	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation
G.What innovation or localized materials did used/discover which I wish to share with other teachers?	<i>Strategies used that work well:</i> ___Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments. ___Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts. ___Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects. ___Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities. ___Text Representation:	<i>Strategies used that work well:</i> ___Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments. ___Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts. ___Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects. ___Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities. ___Text Representation:	<i>Strategies used that work well:</i> ___Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments. ___Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts. ___Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects. ___Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities.	<i>Strategies used that work well:</i> ___Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments. ___Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts. ___Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects. ___Contextualization: Examples: Demonstrations, media, manipulatives, repetition, and local opportunities.	<i>Strategies used that work well:</i> ___Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments. ___Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts. ___Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects. ___Contextualization:

	Examples: Student created drawings, videos, and games. Modeling: Examples: Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work. Other Techniques and Strategies used: ___ Explicit Teaching ___ Group collaboration ___ Gamification/Learning throuh play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method Why? ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson	Examples: Student created drawings, videos, and games. Modeling: Examples: Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work. Other Techniques and Strategies used: ___ Explicit Teaching ___ Group collaboration ___ Gamification/Learning throuh play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method Why? ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson	Text Representation: Examples: Student created drawings, videos, and games. Modeling: Examples: Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work. Other Techniques and Strategies used: ___ Explicit Teaching ___ Group collaboration ___ Gamification/Learning throuh play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method Why? ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson	Text Representation: Examples: Student created drawings, videos, and games. Modeling: Examples: Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work. Other Techniques and Strategies used: ___ Explicit Teaching ___ Group collaboration ___ Gamification/Learning throuh play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method Why? ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson	Examples: Demonstrations, media, manipulatives, repetition, and local opportunities. Text Representation: Examples: Student created drawings, videos, and games. Modeling: Examples: Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work. Other Techniques and Strategies used: ___ Explicit Teaching ___ Group collaboration ___ Gamification/Learning throuh play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method Why? ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson
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