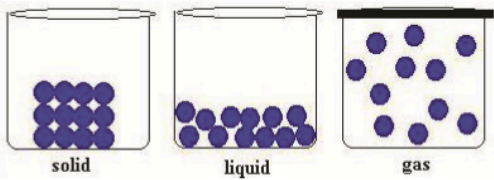

 GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	
	Teacher:	DepEdTrends.com	Learning Area:	
	Teaching Dates and Time:		Quarter:	

I. OBJECTIVES	
A. Content Standards	The learners demonstrate an understanding of the characteristics of sound
B. Performance Standards	
C. Learning Competencies Write the LC code for each	Explain sound production in the human voice box, and how pitch, loudness, and quality of sound vary from one person to another. S7FE-IIIe-8
D. Learning Objectives	Demonstrate how sound is produced
II. CONTENT	Sound
III. LEARNING RESOURCES	
A. References	
1. Teacher's Guide pages	
2. Learner's Materials pages	207-208
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	Compare the sounds of the strings with same thickness but with different length Differentiate the sounds produced by each rubber band with different thickness
B. Establishing a purpose for the lesson (1 min.) Engage	<p>Show the diagram of solid, liquid and gas molecules</p>  <p style="text-align: center;"><i>Figure 3: Molecules of different media</i></p> <p>Let the students describe the molecules of the different media.</p>
C. Presenting examples/ instances of the new lesson Explore (2-5 mins.)	<p>Activity</p> <p>The teacher tells the class to be in their own group and perform the activity by choosing their own partners.</p> <p>Allow the students to enjoy the activity but instruct them to share their experiences and answer the given questions.</p> <p>Procedures:</p> <ol style="list-style-type: none"> 1. Ask your partner to gently tap the other end of the table/desk with pencil or a ruler. <p>Q1. What happens?</p>

	<p>2. Ask your partner to again gently tap the other end of the table/desk but this time, make sure that your ear is not touching the table/desk.</p> <p>Q2. What happens?</p> <p>Q3. In which situation did you encounter louder and more pronounced sound?</p> <p>Q4. In which situation did you encounter the sound clearly?</p>
<p>D. Discussing new concepts and practicing new skills #1 Explain (15 mins.)</p>	<p>Presentation of output and the teacher will facilitate a brief discussion of the findings.</p>
<p>E. Discussing new concepts and practicing new skills#2 (10 mins.)</p>	<p>Let the students watch the video clip on sound waves</p> <p>Physics - Sound Waves - YouTube https://www.youtube.com/watch?v=aA1CrXll9G4 ▼</p>
<p>F. Developing mastery (Leads to Formative Assessment 3) (12 mins.) Elaborate</p>	<p>Why is it the sound produced in solids is much more distinct and louder than when it is propagated or produced in liquids and gases?</p>
<p>G. Finding practical applications of concepts and skills in daily living (3 mins.)</p>	<p>How can we make a softer sound? How about a louder sound?</p>
<p>H. Making generalizations and abstractions about the lesson (3 mins)</p>	<p>Why do molecules of solids transmit sounds better than the molecules of liquids and gases?</p>
<p>I. Evaluating learning (8 mins)</p>	<p>1. Which of the following would most likely transmit sound best?</p> <p>A. Steel in cabinet C. Air in your classroom B. Water in the ocean D. Water in a swimming pool</p> <p>For item numbers 2 and 3.</p> <p>Solids, liquids and gases differ in the way the molecules that make them up are arranged. When sound propagates, the energy it carries is transferred from molecule to molecule.</p> <div style="text-align: center;">  <p>The diagram consists of three rectangular boxes. The first box, labeled 'solid' at the bottom, contains purple dots representing molecules that are tightly packed in a regular, crystalline-like grid. The second box, labeled 'liquid' at the bottom, contains purple dots that are close together but arranged in a disordered, irregular manner. The third box, labeled 'gas' at the bottom, contains purple dots that are widely spaced and scattered throughout the box.</p> </div> <p>2. Molecules of solids are closest to one another compared to liquids and gases. The energy carried by sound can easily transfer, thus sound travels in solids_____</p> <p>A. The slowest C. with undetermined speed B. The fastest D. with varying speed</p> <p>3. Molecules of gases are farther apart, thus sound travels in gases_____</p> <p>A. The slowest C. with undetermined speed B. The fastest D. with varying speed</p> <p>4. The speed of sound is different in air, steel and water. Which of the following gives the correct order of speed of sound from slowest to fastest?</p>

	A. Air, steel, water C. steel, air water B. Air, water, steel D. steel water, air 5. The following are capable of transmitting sound EXCEPT_____ A. oxygen B. glass C. vacuum D. tap water
J. Additional activities for application or remediation (1 min)	Let the students make their own improvised musical instruments
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:
