

 <b>GRADES 1 to 12 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 particle nature of matter as basis for explaining properties, physical changes, and structure of substances and mixtures
<b>B. Performance Standards</b>	The learners shall be able to present how water behaves in its different states within the water cycle
<b>C. Learning Competencies</b> Write the LC code for each	The learners should be able to explain the properties of solids, liquids, and gases based on the particle nature ( <b>S8MT-IIIa-b-8</b> )
<b>D. Learning Objectives</b>	<b>Explain the movement of particles in solid matter.</b>
<b>II. CONTENT</b>	The Particle Nature of Matter: Elements, Compounds, and Mixtures – Activity 3 Part II (Procedure 4-6)
<b>III. LEARNING RESOURCES</b>	
<b>A. References</b>	
1. Teacher's Guide pages	
2. Learner's Materials pages	<b>178-179</b>
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>	Refresh: What happens when we pour 300mL of juice in a 250mL container? Why? <i>Answer: Juice spills out of the container. Liquid occupy space of the container. Higher amount of juice compared to the container does not provide enough space for the volume of the juice.</i>
<b>B. Establishing a purpose for the lesson</b> <b>(1 min.)</b> <b>Engage</b>	Let the students group themselves and transfer seats with their group mates. (Assuming that materials were already prepared for the last part of Activity 3 p 179 )
<b>C. Presenting examples/ instances of the new lesson</b> <b>Explore</b> <b>(2-5 mins.)</b>	Present an illustration by rolling a piece of pen in the table. Let the students describe the movement of the solid matter.
<b>D. Discussing new concepts and practicing new skills #1</b> <b>Explain</b> <b>(15 mins.)</b>	Let the group perform Procedure 7-8 p.179. Let the students answer Question 8-9. <b>Answer:</b> <div style="border: 1px solid black; padding: 5px;"> <p>Q8. When the bottle cap inside the bottle was transferred to the dinner plate by tilting the bottle, the bottle cap simply slid along the side of the bottle. The bottle cap retained its shape and volume.</p> <p>Q9. The salt sample may or may not take the shape of the container depending on the diameter of the container and the amount of salt used. (But if the container has a narrow diameter, and there are more salt used, then salt takes the shape of the container.) The little pieces of salt or sand maintained their shape.</p> </div>

<b>E. Discussing new concepts and practicing new skills#2</b> <b>(10 mins.)</b>	Discuss the following concepts: Characteristic of solid definite shape (rigid), definite volume, particles vibrate around fixed axes (Source: <a href="http://www.chem4kids.com/files/matter_solid.html">http://www.chem4kids.com/files/matter_solid.html</a> ) The particles in a solid are tightly packed and locked in place. Although we cannot see it or feel it, the particles are moving/vibrating in place. The particles in a liquid are close together (touching) but they are able to move/slide/flow past each other. (Source: <a href="http://www.cpalms.org/Public/PreviewResourceLesson/Preview/18949">http://www.cpalms.org/Public/PreviewResourceLesson/Preview/18949</a> )
<b>F. Developing mastery</b> <b>(Leads to Formative Assessment 3)</b> <b>(12 mins.)</b> <b>Elaborate</b>	Let the students identify examples that indicates movement of liquid particles. (Ex. <i>rushing of water on rivers, dripping water in glass</i> )
<b>G. Finding practical applications of concepts and skills in daily living</b> <b>(3 mins.)</b>	How do particles of solid matter move?
<b>H. Making generalizations and abstractions about the lesson</b> <b>(3 mins)</b>	You can pack more clothes in a suitcase by folding the dress. True or False <i>True. Folding the clothes conserves space and allow more clothes (solid) to fit in to the suitcase.</i>
<b>I. Evaluating learning</b> <b>(8 mins)</b>	Based on the activity conducted, explain your observation that would prove that liquid matters move. Write a three sentence essay that would describe how solid matters move.
<b>J. Additional activities for application or remediation</b> <b>(1 min)</b>	Bring bond paper, used magazines/brochure/catalogue, scissors, glue
<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

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Teacher

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School Head

Observed by:

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