GRADES 1 to 12 DAILY LESSON LOG	School:	Visit DepEdResources.com for More	Grade Level:	V
	Teacher:		Learning Area:	SCIENCE
	Teaching Dates and Time:	APRIL 29 – MAY 3, 2024 (WEEK 5)	Quarter:	4TH QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES					
A. Content Standards	weather disturbances and their effects on the environment.				
B. Performance Standards	prepares individual emergencykit.				
C. Learning Competencies/Objectives Write the LC code for each	1.Describe the effects of typhoon on the community 2.Prepares individual emergency kit S5FE-IVe-5/ Page 34of 66K				
II. CONTENT	Effects of Typhoon on the Community				
III. LEARNING RESOURCES					
A. References					
1. Teacher's Guide pages	Science Teacher's Guide pp. 327-335				
2. Learner's Material pages					
3. Textbook pages	Internet/Science Learner's Material pp. 288-296				
4. Additional Materials from Learning Resource (LR) portal	https://www.google.com.ph/#q=sample+activities+for+the+topic+effects+of+typhoon+on+the+community http://www.getprepared.gc.ca/cnt/kts/bsc-kt-en.aspx http://www.getprepared.gc.ca/cnt/kts/index-en.aspx https://www.google.com.ph/#q=meaning+and+sample+of+emergency+kit+				
B. Other Learning Resources	Charts, short film, pictures, emergency kit, box, manila paper, pentel pen,				
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	Review changes in the weather before, during and after a typhoon;				
B. Establishing a purpose for the lesson	A.Engagement: 1.Let the pupils tell about their nice and not so nice experiences during rainy days, windy days, and sunny days. 2.Ask: What happen if there were storm/typhoon on our community		Day 3: A.Engagement: 1.Show pictures of places affected with typhoon. 2.Ask: What do you think was the storm signal raised in this place? What do you think is the extent of damage in this situation?	Day 4: A.Engagement: What are the most important things to prepare in case there is a typhoon?	

					
C. Presentingexamples/instances of the new lesson	Day 1: (Film viewing about typhoons)				
D. Discussing new concepts and practicing new skills #1	B.Exploration: Say: 1.Class everybody let us watch these videos. 2.Answer the activity sheet No.1 page¬____	Day 2: D.Elaboration: 1.Ask: What are/ describe the effects of typhoon on the community base on what you are viewed yesterday? 2.Discuss further. 3.The pupils do the Activity No. 2 on the LM, Group Activity, page ___	B.Exploration: 1.Group the pupils into four. 2.Refer to LM Activity – Role Playing	C.Explanation: Let the pupils explain the usage of all things they they've got from the box.	
E. Discussing new concepts and practicing new skills #2	C.Explanation: Group presentation and discussion.	Background Information for Teachers: Effects of Typhoons: 1.People's lives are in extreme danger during typhoons. In many newspaper reports, one reads about several deaths due to flooding or serious injury from being hit by heavy objects. 2.Infrastructures like houses and buildings in seriously affected areas may be damaged beyond repair. 3.Fruit trees are uprooted and other garden plants are damaged. 4.Many crops are destroyed, thus, there is very few harvest. 5.Farm animals are left homeless. 6.Classes are suspended to keep students safe in their homes. 7.Rain water can soften the soil and cause landslide which can bury lives and properties. Science Toolbox	C.Explanation: Let the groups present their play. D.Elaboration/Extension: The teacher discuss further about the effects of typhoon on the community. Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	D.Elaboration/Extension: The teacher discuss further the usage and importance of each thing in the emergency kit. Background Information for Teachers: Emergency Kits In an emergency, you will need some basic supplies. You may need to get by without power or tap water. Be prepared to be self-sufficient for at least 72 hours. You may have some of the items already, such as food, water and a battery operated or wind-up flashlight. The key is to make sure they are organized and easy to find. Would you be able to find your flashlight in the dark? Make sure your kit is easy to carry and everyone in the household knows where it is. Keep it in a backpack, duffle bag or suitcase with wheels,	

		Some weather instruments used by weathermen are: a.Barometer – for measuring air pressure b.Pilot balloons – used in observing conditions in the upper atmosphere c.Thermometer – for measuring air temperature d.Weather radar and radiosonde – for observing atmospheric in the upper atmosphere		in an easy-to-reach, accessible place, such as your front-hall closet. If you have many people in your household, your emergency kit could get heavy. It's a good idea to separate some of these supplies in backpacks. That way, your kit will be more portable and each person can personalize his or her own grab-and-go emergency kit. Basic Emergency Kit You may have some of these basic emergency kit items already, such as a flashlight, battery-operated radio, food, water and blankets. The key is to make sure they are organized, easy to find and easy to carry (in a suitcase with wheels or in a backpack) in case you need to evacuate your home. Whatever you do, don't wait for a disaster to happen. Refer to LM.	
F. Developing mastery (Leads to Formative Assessment 3)					
G. Finding practical applications of concepts and skills in daily living					
H. Making generalizations and abstractions about the lesson					
I. Evaluating learning		E.Evaluation: Recite atleast three(3) effects of typhoon in the people and in the environment on the community.			Day 5 E.Evaluation: A.Write five(5) effects of typhoon on the community. B.Write five(5) things in the emergency kit.

J. Additional activities for application or remediation					Assignment: Cut off pictures on the magazine or newspaper about the effects of typhoon and paste it on your notebook and write something what you feel after you see that pictures.
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 who scored below 80%	___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. ___Some pupils did not finish their work on time due to unnecessary behavior.	___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. ___Some pupils did not finish their work on time due to unnecessary behavior.	___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. ___Some pupils did not finish their work on time due to unnecessary behavior.	___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. ___Some pupils did not finish their work on time due to unnecessary behavior.	___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. ___Some pupils did not finish their work on time due to unnecessary behavior.
C. Did the remedial lessons 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 I use/discover which I wish to share with other teachers?	*Strategies used that work well:* **___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**: **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.	*Strategies used that work well:* **___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**: **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.	*Strategies used that work well:* **___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**: **Examples:** Student created drawings, videos, and games. **___Modeling**: **Examples:** Speaking slowly and clearly,	*Strategies used that work well:* **___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**: **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.	*Strategies used that work well:* **___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**: **Examples:** Student created drawings, videos, and games. **___Modeling**: **Examples:** Speaking slowly and clearly, modeling the language you want students to use, and

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