



**GRADES 1 to 12  
DAILY LESSON LOG**

<b>School:</b>	Visit <a href="http://DepEdResources.com">DepEdResources.com</a> for More	<b>Grade Level:</b>	<b>V</b>
<b>Teacher:</b>		<b>Learning Area:</b>	<b>SCIENCE</b>
<b>Teaching Dates and Time:</b>	<b>APRIL 29 – MAY 3, 2024 (WEEK 5)</b>	<b>Quarter:</b>	<b>4<sup>TH</sup> QUARTER</b>

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>I. OBJECTIVES</b>					
<b>A. Content Standards</b>	weather disturbances and their effects on the environment.				
<b>B. Performance Standards</b>	prepares individual emergencykit.				
<b>C. Learning Competencies/Objectives</b> Write the LC code for each	1.Describe the effects of typhoon on the community 2.Prepare individual emergency kit S5FE-IVe-5/ Page 34of 66K				
<b>II. CONTENT</b>	Effects of Typhoon on the Community				
<b>III. LEARNING RESOURCES</b>					
<b>A. References</b>					
<b>1. Teacher’s Guide pages</b>	Science Teacher’s Guide pp. 327-335				
<b>2. Learner’s Material pages</b>					
<b>3. Textbook pages</b>	Internet/Science Learner’s Material pp. 288-296				
<b>4. Additional Materials from Learning Resource (LR) portal</b>	<a href="https://www.google.com.ph/#q=sample+activities+for+the+topic+effects+of+typhoon+on+the+community">https://www.google.com.ph/#q=sample+activities+for+the+topic+effects+of+typhoon+on+the+community</a> <a href="http://www.getprepared.gc.ca/cnt/kts/bsc-kt-en.aspx">http://www.getprepared.gc.ca/cnt/kts/bsc-kt-en.aspx</a> <a href="http://www.getprepared.gc.ca/cnt/kts/index-en.aspx">http://www.getprepared.gc.ca/cnt/kts/index-en.aspx</a> <a href="https://www.google.com.ph/#q=meaning+and+sample+of+emergency+kit+">https://www.google.com.ph/#q=meaning+and+sample+of+emergency+kit+</a>				
<b>B. Other Learning Resources</b>	Charts, short film, pictures, emergency kit, box, manila paper, pentel pen,				
<b>IV. PROCEDURES</b>					
<b>A. Reviewing previous lesson or presenting the new lesson</b>	Review changes in the weather before, during and after a typhoon;				
<b>B. Establishing a purpose for the lesson</b>	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?	



		<p>Some weather instruments used by weathermen are:</p> <p>a.Barometer – for measuring air pressure</p> <p>b.Pilot balloons – used in observing conditions in the upper atmosphere</p> <p>c.Thermometer – for measuring air temperature</p> <p>d.Weather radar and radiosonde – for observing atmospheric in the upper atmosphere</p>		<p>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.</p> <p>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.</p> <p>Basic Emergency Kit</p> <p>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.</p> <p>Refer to LM.</p>	
<b>F. Developing mastery (Leads to Formative Assessment 3)</b>					
<b>G. Finding practical applications of concepts and skills in daily living</b>					
<b>H. Making generalizations and abstractions about the lesson</b>					
<b>I. Evaluating learning</b>		<p>E.Evaluation: Recite atleast three(3) effects of typhoon in the people and in the environment on the community.</p>			<p>Day 5 E.Evaluation: A.Write five(5) effects of typhoon on the community. B.Write five(5) things in the emergency kit.</p>

<b>J. Additional activities for application or remediation</b>					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.
<b>V. REMARKS</b>					
<b>VI. REFLECTION</b>					
<b>A. No. of learners who earned 80% in the evaluation</b>	___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>B. No. of learners who require additional activities for remediation who scored below 80%</b>	___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.
<b>C. Did the remedial lessons work? No. of learners who have caught up with the lesson</b>	___ 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

<b>D. No. of learners who continue to require remediation</b>	___ 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
<b>E. Which of my teaching strategies worked well? Why did these work?</b>	___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
<b>F. What difficulties did I encounter which my principal or supervisor can help me solve?</b>	___ 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
<b>G. What innovation or localized materials did I use/discover which I wish to share with other teachers?</b>	<p><i>Strategies used that work well:</i></p> <p><b>___Metacognitive Development:</b>  <b>Examples:</b> Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p><b>___Bridging:</b> <b>Examples:</b> Think-pair-share, quick-writes, and anticipatory charts.</p> <p><b>___Schema-Building:</b> <b>Examples:</b> Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p><b>___Contextualization:</b>  <b>Examples:</b> Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p><b>___Text Representation:</b>  <b>Examples:</b> Student created drawings, videos, and games.</p> <p><b>___Modeling:</b> <b>Examples:</b> Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.</p>	<p><i>Strategies used that work well:</i></p> <p><b>___Metacognitive Development:</b>  <b>Examples:</b> Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p><b>___Bridging:</b> <b>Examples:</b> Think-pair-share, quick-writes, and anticipatory charts.</p> <p><b>___Schema-Building:</b> <b>Examples:</b> Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p><b>___Contextualization:</b>  <b>Examples:</b> Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p><b>___Text Representation:</b>  <b>Examples:</b> Student created drawings, videos, and games.</p> <p><b>___Modeling:</b> <b>Examples:</b> Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.</p>	<p><i>Strategies used that work well:</i></p> <p><b>___Metacognitive Development:</b>  <b>Examples:</b> Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p><b>___Bridging:</b> <b>Examples:</b> Think-pair-share, quick-writes, and anticipatory charts.</p> <p><b>___Schema-Building:</b>  <b>Examples:</b> Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p><b>___Contextualization:</b>  <b>Examples:</b> Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p><b>___Text Representation:</b>  <b>Examples:</b> Student created drawings, videos, and games.</p> <p><b>___Modeling:</b> <b>Examples:</b> Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.</p>	<p><i>Strategies used that work well:</i></p> <p><b>___Metacognitive Development:</b>  <b>Examples:</b> Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p><b>___Bridging:</b> <b>Examples:</b> Think-pair-share, quick-writes, and anticipatory charts.</p> <p><b>___Schema-Building:</b> <b>Examples:</b> Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p><b>___Contextualization:</b>  <b>Examples:</b> Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p><b>___Text Representation:</b>  <b>Examples:</b> Student created drawings, videos, and games.</p> <p><b>___Modeling:</b> <b>Examples:</b> Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.</p>	<p><i>Strategies used that work well:</i></p> <p><b>___Metacognitive Development:</b>  <b>Examples:</b> Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p><b>___Bridging:</b> <b>Examples:</b> Think-pair-share, quick-writes, and anticipatory charts.</p> <p><b>___Schema-Building:</b>  <b>Examples:</b> Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p><b>___Contextualization:</b>  <b>Examples:</b> Demonstrations, media, manipulatives, repetition, and local opportunities.</p> <p><b>___Text Representation:</b>  <b>Examples:</b> Student created drawings, videos, and games.</p> <p><b>___Modeling:</b> <b>Examples:</b> Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.</p>

	<p><b>Other Techniques and Strategies used:</b></p> <p><input type="checkbox"/> Explicit Teaching</p> <p><input type="checkbox"/> Group collaboration</p> <p><input type="checkbox"/> Gamification/Learning through play</p> <p><input type="checkbox"/> Answering preliminary activities/exercises</p> <p><input type="checkbox"/> Carousel</p> <p><input type="checkbox"/> Diads</p> <p><input type="checkbox"/> Differentiated Instruction</p> <p><input type="checkbox"/> Role Playing/Drama</p> <p><input type="checkbox"/> Discovery Method</p> <p><input type="checkbox"/> Lecture Method</p> <p><b>Why?</b></p> <p><input type="checkbox"/> Complete IMs</p> <p><input type="checkbox"/> Availability of Materials</p> <p><input type="checkbox"/> Pupils' eagerness to learn</p> <p><input type="checkbox"/> Group member's collaboration/cooperation in doing their tasks</p> <p><input type="checkbox"/> Audio Visual Presentation of the lesson</p>	<p><b>Other Techniques and Strategies used:</b></p> <p><input type="checkbox"/> Explicit Teaching</p> <p><input type="checkbox"/> Group collaboration</p> <p><input type="checkbox"/> Gamification/Learning through play</p> <p><input type="checkbox"/> Answering preliminary activities/exercises</p> <p><input type="checkbox"/> Carousel</p> <p><input type="checkbox"/> Diads</p> <p><input type="checkbox"/> Differentiated Instruction</p> <p><input type="checkbox"/> Role Playing/Drama</p> <p><input type="checkbox"/> Discovery Method</p> <p><input type="checkbox"/> Lecture Method</p> <p><b>Why?</b></p> <p><input type="checkbox"/> Complete IMs</p> <p><input type="checkbox"/> Availability of Materials</p> <p><input type="checkbox"/> Pupils' eagerness to learn</p> <p><input type="checkbox"/> Group member's collaboration/cooperation in doing their tasks</p> <p><input type="checkbox"/> Audio Visual Presentation of the lesson</p>	<p>modeling the language you want students to use, and providing samples of student work.</p> <p><b>Other Techniques and Strategies used:</b></p> <p><input type="checkbox"/> Explicit Teaching</p> <p><input type="checkbox"/> Group collaboration</p> <p><input type="checkbox"/> Gamification/Learning through play</p> <p><input type="checkbox"/> Answering preliminary activities/exercises</p> <p><input type="checkbox"/> Carousel</p> <p><input type="checkbox"/> Diads</p> <p><input type="checkbox"/> Differentiated Instruction</p> <p><input type="checkbox"/> Role Playing/Drama</p> <p><input type="checkbox"/> Discovery Method</p> <p><input type="checkbox"/> Lecture Method</p> <p><b>Why?</b></p> <p><input type="checkbox"/> Complete IMs</p> <p><input type="checkbox"/> Availability of Materials</p> <p><input type="checkbox"/> Pupils' eagerness to learn</p> <p><input type="checkbox"/> Group member's collaboration/cooperation in doing their tasks</p> <p><input type="checkbox"/> Audio Visual Presentation of the lesson</p>	<p><b>Other Techniques and Strategies used:</b></p> <p><input type="checkbox"/> Explicit Teaching</p> <p><input type="checkbox"/> Group collaboration</p> <p><input type="checkbox"/> Gamification/Learning through play</p> <p><input type="checkbox"/> Answering preliminary activities/exercises</p> <p><input type="checkbox"/> Carousel</p> <p><input type="checkbox"/> Diads</p> <p><input type="checkbox"/> Differentiated Instruction</p> <p><input type="checkbox"/> Role Playing/Drama</p> <p><input type="checkbox"/> Discovery Method</p> <p><input type="checkbox"/> Lecture Method</p> <p><b>Why?</b></p> <p><input type="checkbox"/> Complete IMs</p> <p><input type="checkbox"/> Availability of Materials</p> <p><input type="checkbox"/> Pupils' eagerness to learn</p> <p><input type="checkbox"/> Group member's collaboration/cooperation in doing their tasks</p> <p><input type="checkbox"/> Audio Visual Presentation of the lesson</p>	<p>providing samples of student work.</p> <p><b>Other Techniques and Strategies used:</b></p> <p><input type="checkbox"/> Explicit Teaching</p> <p><input type="checkbox"/> Group collaboration</p> <p><input type="checkbox"/> Gamification/Learning through play</p> <p><input type="checkbox"/> Answering preliminary activities/exercises</p> <p><input type="checkbox"/> Carousel</p> <p><input type="checkbox"/> Diads</p> <p><input type="checkbox"/> Differentiated Instruction</p> <p><input type="checkbox"/> Role Playing/Drama</p> <p><input type="checkbox"/> Discovery Method</p> <p><input type="checkbox"/> Lecture Method</p> <p><b>Why?</b></p> <p><input type="checkbox"/> Complete IMs</p> <p><input type="checkbox"/> Availability of Materials</p> <p><input type="checkbox"/> Pupils' eagerness to learn</p> <p><input type="checkbox"/> Group member's collaboration/cooperation in doing their tasks</p> <p><input type="checkbox"/> Audio Visual Presentation of the lesson</p>
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