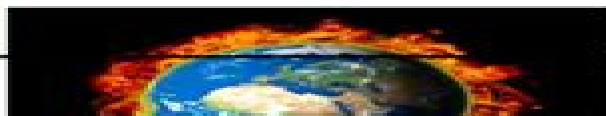


 DAILY LESSON PLAN	School		<i>Llorente National High School</i>		Grade & Section	<i>9</i>
	Teacher		<i>John Virgil C. Aradon</i>		Learning Area	<i>Science</i>
	Teaching Dates & Time				Quarter	<i>3</i>
	Week No.	<i>6</i>	Day	<i>1</i>	Duration	<i>1 hour</i>

I. OBJECTIVES		Objectives must be behavior- and outcome-based and connected to the curriculum standards. To meet the objectives, necessary conditions must be fully met and, if needed, additional lessons, activities, remedial activities may be done. For developing content knowledge and competencies, these are obtained using formative assessment strategies. Learning objectives support the learning of content and competencies and enable children to find significance that lay in learning the topics. Learning objectives shall be selected from the curriculum guide.	
A. Content Standards	The learners demonstrate an understanding of factors that affect climate, and the effects of changing climate and how to adapt accordingly.		
B. Performance Standards	The learners shall be able to participate in activities that reduce risks and lessen effects of climate change.		
C. Learning Competency/ies (with the LC Code for each)	Describe certain climatic phenomena that occur on a global levels (S9ES-III-f-31)		
D. Learning Objectives	<ul style="list-style-type: none">• Knowledge:<ul style="list-style-type: none">> Define climate change;• Skills:<ul style="list-style-type: none">> Explore and explain causes of climate change; and• Attitudes:<ul style="list-style-type: none">> Encourage students to take action or prevent further climate change.		
II. CONTENT/TOPIC		Content is selected based on content stipulated in the subject teacher the teacher aims to teach in the Q3. The content can be taught in a week or two. The Climate Change	
III. LEARNING RESOURCES		Ask the students to be alert in different days. Select content of materials within children's interest in the lesson and learning. Ensure that there is a mix of conventional and innovative materials as well as paper-based materials. Address the learning process for content development.	
A. References			
1. Teacher's Guide pages	pp. 35 -36		
2. Learner's Materials pages	Unit 3: Module 2 pp 43 - 57		
3. Textbook pages	Science textbooks pp 43 - 59		
4. Additional Materials from Learning Resource (LR) Portal			
B. Other Learning Resources	<ol style="list-style-type: none">1. https://www.nlc.org/stories/global-climate-change-what-you-need-to-know2. https://www.youtube.com/watch?v=D_Np-3dVBQ3. Audio and Video System		
IV. PROCEDURES		These steps should be across the week. Spread out the activities appropriately so that students will learn well. Review the guided questions before a discussion by the students which you can refer from formative assessment activities. Engage students and motivate by providing students with multiple ways to learn new things, practice their learning, question their learning processes, and draw conclusion about what they learned in relation to their life experiences and previous knowledge. Indicate the time allotment for each step.	
TEACHER PROCESS			
STUDENT PROCESS			
A. Reviewing previous lesson or presenting the new lesson. ELICIT (The activities in this section will evoke or draw out prior concepts of or experiences from the students)	AWAKEN	Good morning/afternoon class! Please stand up for our prayer. How are you? Before we move on to our new topic, who among can tell me all about our discussion last time? Awesome, you did really listen to our last discussions and activities.	Good morning/afternoon sir! (students will stand and the class will pray) (students responds may vary) (one student will be called) — response or answer may vary —
B. Establishing a purpose for the lesson. ENGAGE (The activities in this section will stimulate their thinking and help them access and connect prior knowledge)		Now we will have a activity. You guess what is this image/picture of earth all about?	(choose a student) — response or answer may vary —



Science Grade 6 Lesson 8 Unit 03

Albert A Gayle



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