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| **GRADE** 9  **DETAILED LESSON PLAN** | **V** | **CAMALEY NATIONAL HIGH SCHOOL** | **Grade Level** | 9 |
| **Student-Teacher** | **KITZ CERWIN S. RAMIREZ** | **Learning Areas** | **SCIENCE** |
| **Teaching Dates and Time** | **7:30AM-8:00AM (Monday to Friday)** | **Quarter** | 3RD |

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| **I. OBJECTIVES** |  | | |
| **A. Content Standard** | The learner demonstrates understanding of the factors of changing climate and how to adapt the effects of changing of climate, and how to adapt to climate change. | | |
| **B. Performance Standard** | The learners should be able to participate in activities that reduce risk and lessen effects of climate change . | | |
| **C. Learning Competencies/Objectives** | At the end of the 60-minute discussion, at least 85% of the learners shall be able to: A. Define altitude   1. Explain how different factors the climate of an area 2. Describe certain climatic phenomena that occur on a global level   C . Make a strategic plan to help mitigate and adapt to the effects of climate . | | |
| **II. CONTENT** | **CLIMATE** | | |
| **III. LEARNIN RESOURCES** |  | | |
| **A. Instructional Materials** | Information and Communication Technologies  Visual aids (charts) | | |
| **B. References** |  | | |
| 1. **Teacher`s Guide pages** | Page 144-158 | | |
| 1. **Learner`s Materials pages** | Page 182-204 | | |
| 1. **Textbook pages** |  | | |
| 1. **Additional Learning Materials** |  | | |
| **C. Other Learning Resource** | <https://m.youtube.com/watch?v=bu3J0oDuNwQ&pp=ygUgRmFjdG9ycyBhZmZlY3RpbmcgY2xpbWF0ZSBjaGFuZ2U%3D> | | |
| **D. Science Processes** | Analyzing, Comparing, Interpreting, Inferring and Observing | | |
| **E. Values Integration** | Active Participation, Curiosity, Decision-Making, Keen observer, and Open-Mindedness | | |
| **IV. PROCEDURES** |  | **TEACHER** | **STUDENT** |
| **A. Reviewing Previous lesson or Presenting a new lesson.** | **ELICIT** | **CLASSROOM ROUTINE:**  a. Classroom Conditioning  b. Greetings  c. Prayer  reminder of the classroom protocols  e. Checking of Attendance  **Classroom Conditioning**   * The teacher counts 1,2,3.   **Greetings**   * The teacher will greet the class.   *Hello class, Good Morning*.  **Prayer**   * The teacher will ask who wants to volunteer to lead for a prayer.   *Okay, please remain standing, let us begin our class with the presence of Almighty God.*  *Who wants to lead us in prayer?*  **Reminder of the classroom protocols**   * The teacher reminds the students for classroom protocols.   *Class, before you take your seat, please pick up all the pieces of paper and plastic under your chair.*  *During our class discussion please listen attentively, okay!*  *If you want to say something just raise your hand and you will be acknowledged. Understood class?*  **Checking of Attendance**   * The teacher will monitor the class if there are absent or not present.   *Alright, let`s have an attendance check.*  *Is there anyone of your classmate is absent?*  *Alright, Very Good! Everyone is present, great job class!*  **REVIEW:**  Before we proceed to our next topic let us refresh our mind first. This activity is called "True or False". In this activity you are going to identify the statement that I show if it is true or false. And if the statement is false, correct the wrong word to make the statement right.  Are you ready?  Yes Sir,.  1. Climate is the weather conditions prevailing in an area in general or over a long period.  True  True  2. Weather is a condition of the atmosphere at a specific place and time.  False, North or South  3. Latitude means the measurement of distance east or west of the Equator.  True  4. Equator is an imaginary line around the bottom of the Earth at an equal distance  ace False, Higher.  from the North Pole and the South Pole. 5. When the place is closer to the equator, the air temperature is lower.  Ok. Very good. So, what was the topics last meeting?  Ma'am our topic last meeting is about the difference between climate from weather and latitude affect the climate of the one place.  Ok, very good! Now, you can differentiate the climate from weather and how the latitude affects the climate on the place. So. today, we will be discussing another interactive and interesting topic. But before | (As the teacher count, the students will:)  1: arrange yourselves.  2: set focus on the class; and  3: ready to participate and listen.  *Good Morning, Sir!*  *Sir!*  *(The students will pray)*  *(The students pick up all the pieces of papers and plastics under their chairs)*  *Yes, Sir!*  *None, Sir!*  *Yes, Sir!* |
| **B. Establishing a purpose** | **ENGAGE** | As for our initial activity today! Let’s have a short activity game entitled ***“FIX ME, BECAUSE I’M JUMBLED”.***  It sounds that all of you are ready, to the start the game.  Direction:  The class will be organized into four groups, and each group's leader will select an envelope containing a collection of jumbled letters. The task at hand for each group is to collaboratively rearrange these letters to form correct words. To make things easier, we'll give you picture clues to help with unscrambling words. Your goal is to use these pictures to figure out the jumbled words as a team. We'll even make it a bit competitive – the first team to finish the word game will get a reward, making learning more exciting.  Are my instructions clear, class? Let’s do this game! “**FIX ME, BECAUSE I’M JUMBLED”.** | We are ready sir! |
| **C. Presenting examples/instances of the lesson** | * Show an image of the male reproductive system organs and structures with functions through a presentation to spark their interest and curiosity, through a jumbled words game.   **MOTIVATION:**  **TASK 1: JUMBLED WORDS**   * The teacher will show on  1.PAMRTEUETER-TEMPERATURE2.DHIYUITM-HUMIDITY 3.DNWI-WIND 4.CNPTOIRIEPAIT-PRECIPITATION 5.CLSUNDOIES-CLOUDINESS 6. CPMSHAEORIT ESREPRUS​-ATMOSPHIREC PRESSURE |  |
| **D. Discussing new concepts and practicing new skills #1** | **EXPLORE** | *Let's have another activity. This activity is called "The Higher, the Colder". I will show you a table. Then, you are going to analyze this table and using the graphing paper that posted on the board you are going to construct a scatter graph based on the data that I show. I will call some students to plot it. And answer the guide questions. While conducting your activity, please be guided with the scoring rubrics.*  *Now, the presentation of your output.*  *Ok very good presentation of your output. So, decreases. class give yourselves a Kris Aquino clap.* | *(The student perform actively !)*  *(Presentation)*  *Q1: No, they differ from each other.*  *Q2: Baguio*  *Q3: Tacloban*  *Q4: The temperature decreases.*  *Q5: As the altitude increases, the temperature* |
| **E. Discussion new concepts and practicing new skills # 2** | Ok very good presentation of your output. So. decreases. class give yourselves a Kris Aquino clap.  Ok very good! Our topic for today is altitude affect climate. Based from your  activity what is the other factors that affect the climate aside from the latitude of a place?  Altitude is the height of an object place or point in relation to sea level or ground level.  Very good! Aside from the latitude, altitude is one of the factor that affect the climate of a place. In your own understanding what is altitude? Anyone?  Ok very good! Altitude is the height of an object/place or point in relation to sea level. or ground level.  Based from your activity how altitude affect Altitude affects the climate of one place because the climate of one place? air temperature decreases as the altitude is increases.  Very good! Altitude affects the climate of one place because the air temperature decreases as the altitude is increases.  Take a look of the photo of Mt. Fuji. What Ma'am Mt. Fuji has a snow on the top of it. did you seen observe from this photo?  Ok, very good observation! Mt. Fuji cone covered a snow on the top of it. Why is that  Because the temperature of the top of the Mt. Fuji is very low so that's why it creating a snow on the top of it.  Ok, very good observation! Mt. Fuji cone covered a snow on the top of it. Why is that 50?  Ok, very good! The temperature of the summit of Mt. Fuji is low because the elevation of Mt Fuji is 3,776.24 m (12,389 ft 3 in).  Why is it that during summer, many people visit Baguio City?  Ok very good! Baguio City has a cold temperature. Why Baguio City is still having a cold temperature even its summer  During summer, many people visit Baguio City because the climate there is cold.  Baguio City is still having a cold temperature even its summer because this place is high elevation so | *Based from our activity our topic for today is about for today? how altitude affects the climate*  Altitude  *Altitude is the height of an object place or point in relation to sea level or ground level.*  *Sir ,Mt. Fuji has a snow on the top of it.*  Because the temperature of the top of the Mt. Fuji is very low so that's why it creating a snow on the top of i  *During summer, many people visit Baguio City because the climate there is cold.*  *Baguio City is still having a cold temperature even its summer because this place is high elevation so*  *that the temperature there is colder compared to the temperature of the rest the country.*  *Because when you are in the higher place the temperature of that place is lower so that's why the temperature is colder.*  *Because the air temperature decreases as the latitude increases.*  *It is because the air molecules are less compacted to each other, resulting to a less dense air. Lighter air cannot absorb much heat, making temperature lower.*  *Altitude affects the climate of one place because the air temperature decreases as the altitude is increases*  *None* |
| **F. Developing mastery (leads to Formative Assessment)** | **EXPLAIN** | * Provide more details about each component, showing diagrams or models or videoclips to help students understand about climate change.   Alright, for further understanding of our lesson, watch these short video clip how does the factors that cause the planet warm and cool . Watch and listen carefully. | *(The students listen attentively)* |
| **H. Making Generalization and abstraction about the lesson** |  | Human activities’ are changing earth’s climate ,causing increasingly disruptive societal and ecological impacts . Such impacts are creating hardships and suffering now, and they will continue to do so into the future - in ways expected as well as potentially unforeseen. |
| **I. Evaluating Learning** | **EVALUATE** | *Now, bring out your ¼ sheet of paper and answer the following questions to check if you really understood our topic for today.*  **TASK 3: MULTIPLE CHOICE TEST** . Choose the letter of the correct answer and write your answer before each number.1. What is 1.known as the weather condition over a long period of time? A. Elevation C. Climate B. Precipitation D. Temperature 2. Wind can be described as \_\_\_\_\_\_\_\_. A. Moving water C. moving clouds B. Moving air D. Moving light 3. What is the difference between weather and climate? A. Climate deals with a longer time period than a weather. B. Weather describes wind direction and climate doesn’t. C. Climate describes wind direction and weather doesn’t. D. Climate deals with a shorter time of period than a weather. 4. Climate is the average weather condition recorded over a span of\_\_\_. A. months B. years C. weeks D. days 5. Climate and weather are different concepts, though they are related. How are the concepts of weather and climate differ? A. Weather refers to conditions nearer the ground than climate. B. Climate is related to the amount of sunlight, weather is not; C. Weather condition includes precipitation, but climate does not. D. Climate covers larger areas at a longer times while weather covers small areas at a shorter time. 6. The following are effects of climate change EXCEPT; A. There will be wild fires that cause damage to forested areas. B. Typhoons are becoming more likely and dangerous. C. Drought and famine are possible. D. Change in weather and climatic pattern will not occur. 7. What is the most appropriate definition of climate change? A. Climate change refers to significant changes in precipitation, wind patterns and other measures of climate that occur over several decades or longer. B. Climate change refers to significant changes in global temperature, precipitation, wind patterns and other measures of climate that occur over a certain period of time. C. Change refers to significant changes in global temperature, precipitation, wind patterns and other measures of climate that occur over a short period of time. D. Climate change refers to significant changes in global temperature, precipitation, wind patterns and other measures of climate that occur over several decades or longer. 8. Which of the following situation shows the effect of climate change? A. Birds lay eggs at the right time of the year. B. Hibernation of some animals happen at the usual time. C. There will be no changes in the migration patterns of birds. D. Some species of plants bloomed earlier than expected. 9. What is being referred to as the change in regular climatic pattern? A. Enhanced greenhouse effect C. Global warming B. Climate change D. Carbon footprint 10. What action/s can reduce the effect of climate change? A. Adopt a plant based diet B. Travelling by airplane C. Cutting down of trees to be used in furniture-making. D. Using defective charger than buying a new one   ​ . | |
| **J. Extending Learning/Additional activities for application or remediation** | **EXTEND** | * Provide them an assignment or activity. * Make available to students’ the instructional materials such as books and video resources about the study of climate and its effects , for them to broaden their understanding and have them to explore, read and watch on their most availability.   *Alright, for your assignment, further research and define what is Latidude and Ocean Currents . That would be our next topic.*  *Okay, Any questions? Clarifications? Violent reactions?*  *If none, please do arrange your chairs and pick up all pieces of papers and plastics under your chair.*  *That’s it for today, See you in next class! Goodbye!* | *None, Sir!* |
| **V. REMARKS** |  |  | |
| **VI. REFLECTION** |  |  | |
| 1. **No. of learners who earned 80% in the evaluation** |  |  | |
| 1. **No. of Learners who require additional activities for remediation** |  |  | |
| 1. **Did the Remedial lessons work? No. of learners who have caught up with the lesson** |  |  | |
| 1. **No. of Learners who continue to require remediation** |  |  | |
| 1. **Which of my teaching strategies work well? Why did these work?** |  |  | |
| 1. **What difficulties did I encounter which my principal or supervisor can help me solve?** |  |  | |
| 1. **What innovation or localized materials did I use/discover which I wish to share with other teachers?** |  |  | |

*Prepared by:* Noted:

**KITZ CERWIN S. RAMIREZ JIMMY A. BELTRAN**

Practice Teacher Coordinating Teacher