

# **SUPPLEMENTAL LESSONS**

**Science Grade 8  
2nd Quarter**



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## 2nd Quarter Grade 8

# Revised Standards on Earth and Space

**Learning Competency:** Demonstrate precautionary measures before, during, and after a typhoon, including following advisories, storm signals, and calls for evacuation given by government agencies in charge

**Lesson Focus:** Precautionary Measures Before, During, and After a Typhoon

### I. Introduction

Activating Prior Knowledge

#### 1. Film Clip Viewing

Play short videos/film clips of the different typhoons that hit the Philippines (Milenyo, Ondoy, Yolanda). Ask the students to observe the effects of the typhoon to people, infrastructures, and community.

#### 2. Socialized Recitation

Ask the students the following questions and acknowledge acceptable answers:

- a. Based on the videos/film clips you have watched, what are the effects of the typhoon to the people, infrastructure, and community?
- b. How can we avoid the devastating effects of typhoons?

### II. Body

#### 1. Role-play

Divide the class into three groups. Each group will role-play the precautionary measures before, during, and after a typhoon.

Group 1 – Precautionary Measures **Before** a Typhoon

Group 2 – Precautionary Measures **During** a Typhoon

Group 3 – Precautionary Measures **After** a Typhoon

After each presentation, ask one representative from the group to explain the role-play they demonstrated.

#### 2. Direct Instruction

Reinforce the role-playing activity with a discussion on the precautionary measures before, during, and after a typhoon, including following advisories, warning signals, and calls for evacuation given by government agencies in charge.

### III. Conclusion

#### Poster Making

Ask the students to create a poster that shows what to do before, during, and after a typhoon. Use the following criteria in rating their posters: Creativity and Presentation (40%), Originality (30%), and Relevance to the Theme (30%).

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# 2nd Quarter Grade 8

## Revised Standards on Earth and Space

**Learning Competency:** Present how water behaves in its different states within the water cycle

**Lesson Focus:** States of Matter in the Water Cycle

### I. Introduction

Activating Prior Knowledge

1. Guess the Word

Let the students guess the word related to the processes involving water cycle.

E					R		T			N
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C			D			S				N
---	--	--	---	--	--	---	--	--	--	---

	R			I			T			O	
--	---	--	--	---	--	--	---	--	--	---	--

T				S					T		N
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2. Vocabulary

After guessing the words, ask the students to give the meaning based on their understanding.

### II. Body

1. Draw It! Label It!

Let the students form groups of fives. Each group will be asked to draw and label the process of water cycle.

2. Direct Instruction

Reinforce the lesson with a discussion on the different states of H<sub>2</sub>O in the process of water cycle.

### III. Conclusion

Complete the Table

Ask the students to complete the table on a ½ sheet of paper.

Process in the Water Cycle	Change in State of H <sub>2</sub> O