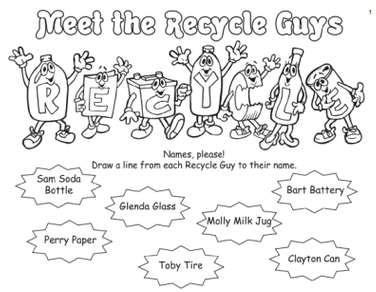
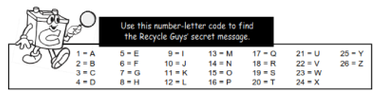
GRADES 1 to 12 DAILY LESSON LOG	School:	Visit DepEdResources.com for More	Grade Level:	V
	Teacher:	File Created by Ma'am EDNALYN D. MACARAIG	Learning Area:	SCIENCE
	Teaching Dates and Time:	SEPTEMBER 2 – 6, 2024 (WEEK 6)	Quarter:	1ST QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I.OBJECTIVES					
A.Content Standards	Materials undergo changes due to oxygen and heat	Materials undergo changes due to oxygen and heat	Materials undergo changes due to oxygen and heat	Materials undergo changes due to oxygen and heat	Materials undergo changes due to oxygen and heat
B.Performance Standards	The learner uses local, recyclable solid and /or liquid materials in making useful products	The learner uses local, recyclable solid and /or liquid materials in making useful products	The learner uses local, recyclable solid and /or liquid materials in making useful products	The learner uses local, recyclable solid and /or liquid materials in making useful products	The learner uses local, recyclable solid and /or liquid materials in making useful products
C.Learning Competencies/Objectives	Identify recyclable materials S5MT-Ie-g-3	Enumerate ways of recycling waste materials. S5MT-Ie-g-3	Enumerate ways of reducing waste materials S5MT-Ie-g-3	Enumerate ways of reusing materials. S5MT-Ie-g-3	Enumerate ways of recovering useful materials from waste S5MT-Ie-g-3
II.CONTENT	Changes that materials undergo	Changes that materials undergo	Changes that materials undergo	Changes that materials undergo	Changes that materials undergo
III.LEARNING RESOURCES					
A.References					
1.Teacher's Guide pages	CG p. 30	CG p. 30	CG p. 30	CG p. 30	CG p. 30
2.Learners's Materials pages					
3.Textbook pages	Science Spectrum 6, Rebecca R. Fallaria et.al pp. 135-136	Science and Health 5, Natividad Alegre-Del Prado, pp.150-152	Science Spectrum 6 by Rebecca R. Fallaria, et.al., pp.133-135	Science Spectrum Work Text in Science 6, Rebecca R. Fallaria, Nenita A. Apolonario and Jesse D. Ronquillo, p. 134	
4.Additional materials from learning resource (LR) portal					
B.Other Learning Resource	real objects that can be recycled cut – out pictures of materials from old magazines/ newspapers powerpoint presentation activity sheets, marking pen, manila paper	puzzle, worksheet, flashcards, activity sheet	pictures power point presentation	trash bin, metacards, activity sheets, table	sack or sako trash can 1 big Empty bottle of mineral water 1 big Pail pots 5 pcs of Small bamboo
IV.PROCEDURES					
A.Reviewing previous lesson or presenting the new lesson	Review	Checking of Assignment Review	What are the ways of recycling waste materials	Review: Game: Let's Clean	Checking of Assignment

	Ask: What are the different ways to solve waste disposal problem?	Let the pupils give examples of recyclable materials		State the situation. Erwin, Raymond and Julius were given a task to clean their bedroom and take out all the things that they do not need anymore. Here are the things they found in their bedroom. Help them to classify these things in the proper boxes. Get the metacards then paste it on the box.	
B.Establishing a purpose for the lesson	Have a game: Bring Me Ask pupils to observe different materials inside the classroom and instruct them to determine what object should be brought in front.	Say: Today, we are going to play a game. We will call it, "Name, Please!" You are going to draw a line from each recycle guy to their name. 	Motivation Show pictures of things that pupils usually use such as paper, plastic bottle, pile of clothes, plastic bag. Ask: How often do you use them? What do you think will happen if you use them once and dispose? Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	Motivation Buy me, Reuse Me! (Three Groups	The teacher will present a video clip about a house burning Ask: How do you feel after watching the video clip? Why do you think it happened? If you were Nina, what will you do?
C.Presenting Examples/ instances of the new lesson	1. Group pupils into 4 groups. 2. Set the standards in doing the group activity. 3. Give pupils the activity sheets to be used. 4. Set the time for pupils to do the activity.	1. Setting of standards. 2. Introduce the lesson by revealing the secret code 	1. Group the class into four. 2. Distribute the pictures previously shown. 3. Ask each group to brainstorm on the uses of each material and then solicit ideas on how to reduce the production of these waste materials? 4. Encourage them to suggest alternative instead of the given material. 5. Tell them to be creative in presenting their group output	Say: Class, today we are going to play "tinda-tindahanan". Suppose that I am the owner of the store, so we will call it, "Mam/Sir Ukay, Ukay Store!" I am going to distribute Php 1000.00 play - money to each group. Be sure that each group will use the money wisely What did you buy? Why did you buy that? Do you practice the same with what you did in our activity? Have you experience buying something to ukay-ukay store? How do you spend your money	Activity Proper 1. Group the pupils into five 2. Set standards to follow during group activity especially when it is held outside the classroom. 3. Check the learners material that they are going to use in the activity
D.Discussing new concepts and practicing new skills #1	Let pupils answer the following questions based on the activity	Let the pupils do the activity	1. Group Presentation. 2. Guide Questions:	A. Group Activity 1. Setting activity standards.	How did you feel after the activity?

	they did: What is the use of the original bottle of water in the picture? How is the empty bottle of water be used for another purpose? Aside from flower vase, pen holder and lantern, in what other way can you use it? What is the use of the rubber tire in the picture? How can the old rubber tire be used for another purpose? Aside from plant pot, in what other way or purpose can you use it again?(use the same pattern of questions for the remaining pictures) Based on this activity, what can you say about the different products or materials that we are usually using? How do you call these kind of materials? What do you call the process of using discarded materials into another useful purpose? Can you give other examples of recyclable materials		a. What other waste materials in the environment that can be lessen? b. In what way can we reduce the use of gasoline in vehicles? c. Why do you think food chains now a days are using durable plastic plates/glasses and stainless spoons/forks to serve costumers?	2. Gather the materials needed for the activity. 3. Distribute the materials to the group. 4. Performing the activity. 5. Filling Up data table	What are the steps in making the compost pit? What materials did you use in the activity? What did you do with those materials? What is the purpose of using different kinds of material
E. Discussing new concepts and practicing new skills #2		1. Have the group representative to present the results of the activity. Three (3) minutes may be given per group presentation. 2. 2. Discuss the activity. Check the pupils' responses to the activity questions. 3. 3. Clarify misconceptions when needed. 4. 4. Guide Questions: 5. How can you make an old pickle jar useful?	Guide Questions: a. What other waste materials in the environment that can be lessen? b. In what way can we reduce the use of gasoline in vehicles? c. Why do you think food chains now a days are using durable plastic plates/glasses and stainless spoons/forks to serve costumers?	A. Group reporting and presentation B. Answering the guide questions: 🚌 What are some materials that we can reuse? 🚌 What are the characteristics of materials that we can reuse? 🚌 How do we reuse materials? 🚌 Why is it important to reuse materials?	

		6. What will you do with the pile of old newspaper in your 7. living room? 8. When the milk bottle is empty, what will you do?			
F.Developing Mastery					
G.Finding Parctical application of concepts and skills in daily living	Why is recycling of materials very important?	List down some ways of recycling the following materials	Why is it important to plan the food and utensils if there is an occasion like birthday? What is its implication to environmental issues?	Test your cooperation. Challenge your creativity Show reuse of materials through drawing	If you are member of SPG or Supreme Pupil Government what activity would you conduct to raise funds for your project?
H.Making generalization and abstraction about the lesson	What are the examples of recyclable materials? What is recycling?	Lead the class to realize that: Instead of buying things that we need, we should try to create useful things that we need from waste materials. In this way we can save money and preserve the environment.	Reduce simply means lessen the use of unnecessary materials. The following are some ways to reduce the use of materials:	Let the pupils read the bits of information	Let the pupils read the bits of information
I.Evaluating learning	Draw a ____ if the material is recyclable and_____ if not. 1. tire 2. plastic container 3. used aluminum foil 4. candy wrapper 5 used diaper	1. Enumerate 3 ways on how large plastic water containers can be recycled. 2. Cite 2 possible recycling procedures can be applied to tin cans	Read the following situations. Draw a happy face on the blank if the action shows ways of reducing waste materials and a sad face if not. _____1. Rebecca wrapped the slice of cake in an aluminum foil and kept it in the fridge. _____2. Mother wrote a short note for Paolah in a whole sheet of bond paper before going to the office. _____3. Mrs. De Chavez brings shopping bag every time she shops. _____4. Kayla refuses to buy a new school bag because her bag is still usable. _____5. Chito cut his old pants with holes and made it into short pants.	Directions: Choose the letter of the best answer. 1. Plastic is commonly used as soft drinks container, what material can you use as a substitute for plastic? A. empty cans B. empty plastic bottles C. old shoes D. scratch paper 2. In his class, Mr. Lumbres told his students to reuse paper instead of throwing it in the bin. How will they do it? A. Make an origami. B. Use it as a scratch paper in computing mathematical equation. C. Give it to your classmate. D. Never mind the advice of your teacher.	Read and analyze each sentence. Write True if the concept is correct and False if it is wrong. _____1. Food scraps and fruit peelings are biodegradable waste. _____2. You recover waste when you refuse to buy a product that you do not need. _____3. The best way to get rid of trash and save energy is recovering. _____4. Decomposable wastes can be buried in the soil and change to compost. _____5. Recovery change the old

				3. Some materials are normally useful even after serving its original purpose. What will you do to an empty canister at home? A. Place it inside the cabinet. B. Burn it. C. Use it instead of plastic to place your meal for lunch. D. Make a trash bin out of it. 4. You have a lot of small dresses in your cabinet. You have noticed that your playmate used old clothing. Is it right to share the clothes that you are not using? A. Yes, because he is my friend. B. Yes, instead of storing the dress it will be useful one. C. No, it is a gift from my parents. D. No, I will burn it. 5. The following materials can be reused, EXCEPT: A. woods C. aluminum cans B. paper D. paint brush	discarded waste into a new product.
J.additional activities for application or remediation	Think of any useful products that can be made out of the following recyclable materials. List as many as you can 1. old calendar 2. scratch paper 3. plastic spoon 4. coconut leaves 5. empty milk box	There are some types of waste that should never be put in the trash can. These waste maybe dangerous or they may require a special type of disposal. They should be kept out of the landfills. Cite some examples of harmful wastes. List three (3) possible ways to recycle them	Gather information about other ways on how to reduce the waste materials produced. Write you answers in your Science Notebook.	How do you reuse the following materials: 1. empty sack 2. empty plastic bottle 3. cartoon 4. plastic wares	From an old newspaper cut an article about ways on recovering materials. Paste it on your Science notebook
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	___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 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 helpme 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 used/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. ***Other Techniques and Strategies used:*** ___ *Explicit Teaching* ___ Group collaboration ___Gamification/Learning throuh play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction	*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. ***Other Techniques and Strategies used:*** ___ *Explicit Teaching* ___ Group collaboration ___Gamification/Learning throuh play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction	*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. ***Other Techniques and Strategies used:*** ___ *Explicit Teaching* ___ Group collaboration ___Gamification/Learning throuh play ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Differentiated Instruction	*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. ***Other Techniques and Strategies used:*** ___ *Explicit Teaching* ___ Group collaboration ___Gamification/Learning throuh play ___ Answering preliminary activities/exercises	*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.

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	__ Bullying among pupils __ Pupils' behavior/attitude __ Colorful IMs __ Unavailable Technology Equipment (AVR/LCD) __ Science/ Computer/ Internet Lab __ Additional Clerical works	__ Bullying among pupils __ Pupils' behavior/attitude __ Colorful IMs __ Unavailable Technology Equipment (AVR/LCD) __ Science/ Computer/ Internet Lab __ Additional Clerical works	__ Bullying among pupils __ Pupils' behavior/attitude __ Colorful IMs __ Unavailable Technology Equipment (AVR/LCD) __ Science/ Computer/ Internet Lab __ Additional Clerical works	__ Bullying among pupils __ Pupils' behavior/attitude __ Colorful IMs __ Unavailable Technology Equipment (AVR/LCD) __ Science/ Computer/ Internet Lab __ Additional Clerical works	__ Bullying among pupils __ Pupils' behavior/attitude __ Colorful IMs __ Unavailable Technology Equipment (AVR/LCD)

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