GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	V
	Teacher:	File Created by Ma'am EDNALYN D. MACARAIG	Learning Area:	SCIENCE
	Teaching Dates and Time:	SEPTEMBER 12 – 16, 2022 (WEEK 4)	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	Uses local, recyclable solid and/or liquid materials in making useful products	Uses local, recyclable solid and/or liquid materials in making useful products	Uses local, recyclable solid and/or liquid materials in making useful products	Uses local, recyclable solid and/or liquid materials in making useful products	Uses local, recyclable solid and/or liquid materials in making useful products
C.Learning Competencies/Objectives	Investigate changes that happen in materials due to application of heat	Enumerate signs when material undergo physical and chemical change due to presence/lack of oxygen.	Enumerate signs when materials undergo physical and chemical change due to application of heat.	Classify changes that occur as to physical and chemical changes	Explain specific changes that occur as to physical and chemical change
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	Curriculum Guide S5MT-Ic-d-2	Curriculum Guide S5MT-Ic-d-2	Curriculum Guide: S5MT-Ic-d-2	Curriculum Guide for Grade 5 S5MT-Ic-d-2	Curriculum Guide S5MT–Ic-d-2
2.Learners's Materials pages					
3.Textbook pages					
4.Additional materials from learning resource (LR) portal					
B.Other Learning Resource	matchstick clay pot scratch paper bond paper 2 tablespoons of white or refined sugar light bulb Stove calamansi juice	candle, candle holder, matchstick, glass, apple	Pictures. Flashcards, Worksheet, matchstick iron nail with rust, candles, an empty tin can, ice, graphic organizer	table, activity sheet metacards	activity sheet video clip
IV.PROCEDURES					
A.Reviewing previous lesson or presenting the new lesson	Review Distribute the pieces of scratch paper to the class. Ask them to manipulate it to show physical change through	Let pupils sing the song: Let pupils give examples of changes that happen in materials due to application of heat.	G. Review Signs of physical and chemical change due to presence and absence of oxygen	G. Review Jumbled words. (Teacher will distribute the envelope containing metacards) Arrange the jumbled phrase to form the science ideas. Paste your work on the manila paper.	Review Write "P" for Physical or a "C" for Chemical, to indicate the type of change that is taking place. 1. ___ digestion of food 2. ___ cutting of wood 3. ___ melting of butter 4. ___ ripening of fruits

					5. ___ water evaporating
B.Establishing a purpose for the lesson	The teacher will perform a simple demonstration of burning paper.	What chemical changes do you always eat?	Activity: Word Wizard! Say: I have here words 5 sets of jumbled letters. Arrange the jumbled letters to form the words which we will be using in out activity later. The meaning of the words serves as your clue. OUBTSINCOIN – igniting or fire ERETUTMEPRA – hotness or coldness OOTS- dirt PERISPIATTE – to become separated from a liquid EVERRISLEB – able to be changed back to original form	FACT or BLUFF. Say: I am going to give statements about properties of materials. Direction: Raise the word FACT if the statement is correct and BLUFF if it is not. FACT 1. Liquid freezes into solid such that you can hold water. BLUFF 2. Due to physical change, the sweet sugar may turn sour or bitter. FACT 3. To dry clothes, liquid evaporates into gas called water vapor. BLUFF 4. There is no new substance formed when carbon dioxide and water become food in the leaves of a plant. FACT 5. Melting of candle is a change from solid to liquid.	What physical or chemical change do you like most?
C.Presenting Examples/ instances of the new lesson	Predict what will happen if we heat white sugar in a pot.	1. Divide the class into four groups. 2. Recall the standards in doing the activity. 3. Let the pupils do the activity. 4. Instruct them to answer the guide questions after the activity 5. Activity Proper	Exploration: 1. Preparation a. Setting of standards. b. Group the pupils into 5 and distribute the activity sheets. c. Check for the completeness of the materials brought by the pupils for the activity. d. Explain the directions in doing the activity. 2. Introduce the lesson: signs when materials undergo physical and chemical change due to application of heat. 3. Activity Proper (Group Activity)	Present the new lesson: Say: Today, we are going to categorize changes that occur in materials. Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	1. Divide the class into five groups. 2. Have the group representative present the result of the activity. 3. Let the pupils explain and understand the specific changes occur in physical and chemical change. 4. Clarify misconceptions when needed

			a. Supervise the pupils while they are doing the activity		
D.Discussing new concepts and practicing new skills #1	1. Ask the group to share some of their predictions and observations regarding the activity	G. Presentation of group outputs. Let each group present their work in Class	Group activity	A. Preparation 1. Gather the materials needed for the activity. 2. Distribute the materials to the group. B. Group Activity 1. Setting activity standards. 2. Performing the activity.	1. Let the learners report their output
E. Discussing new concepts and practicing new skills #2	2. Answer the follow up questions: a. Did the sugar change its color? Describe it. b. Did its phase change? c. What are the indications that the sugar really underwent chemical change? d. Is there a new product formed? e. What were the changes that occur in sugar due to application of heat? f. Are your predictions correct?	a. What have you observed from the burning candle when it is a. uncovered? b. covered? b. What helps the candle continue burning? Explain c. What changes took place in the candle? d. What happened to the sliced apple exposed to the air and soaked in water? e. What changes took place in both of the halves of the sliced apple? f. What physical change(s) occur? g. What chemical change(s) occur? h. What condition contribute to these changes? i. Have you observed rusting of iron window grills, why do you think this change occur? j. To what elements are iron window grills exposed to? k. What do you think are the reasons of rusting? Ask pupils their knowledge on the following a. camote turns brown after peeling and exposing it to air.	Have the group representative present the results of the activity. Two (2) minutes may be given to each group presentation.	A. Group reporting and presentation	How does physical and chemical change differ? b. From the activity what materials underwent physical change? Chemical change

		b. Plants wilted when left inside the room c. milk sours after a period of times			
F.Developing Mastery	Performing the activity	Can you enumerate signs when materials undergo physical and chemical change due presence of oxygen? How about the signs when materials undergo changes due to lack of oxygen?	What caused the materials to change? What happened to the matchstick when rubbed on a rough surface? What made the material continue burning? Was there an energy released while the matchstick is burning? What energy was released? Is there a new material formed? Can it be brought back to its original form? What was formed at the bottom of the can? What changes happened to the candle? Materials What causes the materials to change? What is produced? What are the signs that the materials undergo change? Can it be brought back to its original form? Matchstick Burning candle and tin can Ice Can it be brought back to its original form? How would you describe the ice before placing outside? What happened to the after placing outside? Was there a change in taste and color?	What changes took place in the materials during physical change? How will you describe materials in chemical change? What are the evidences that chemical change takes place? How do you differentiate physical from chemical change?	What are the specific changes manifested by the materials during physical and chemical change?

			🎬 What change took place? Can it be brought back to its original form?		
G.Finding Practical application of concepts and skills in daily living	1. Is formation of bubbles an indication of chemical change? 2. When burning a paper, what are the new products formed?	a. How will you prevent the rusting of iron grills? Explain b. You are planning to grill tilapia and osit what will you do to speed the burning of charcoal? Why?	Ask: What are the signs of physical and chemical change when heat is applied? Say: Let us summarize the things that you learned by completing this graphic organizer.	For five minutes, observe some changes that take place in our school ground. Record it then classify as to physical change and chemical change.	Draw Changes in materials. Identify the type of change and the properties that changed based on your drawing. Write the procedure or process on how change occurs.
H.Making generalization and abstraction about the lesson	A chemical change occurs to materials when heat is applied. Change in color, taste and odor, production of smoke, ash, bubbles, fire, new products and even heat are the indications of chemical change.	How do materials undergo chemical change?	Background Information for Teachers: When a matchstick is rubbed against a rough surface, friction is produced. The matchstick is kindled. Its color SIGNS OF CHANGES IN MATERIALS PHYSICAL CHEMICAL Application What is the importance of burning charcoal to a barbeque vendor? 5. Evaluation Identify the signs of change that are evident in each picture. G. Roug h wood 2. Finished wood changes into black. Smoke, heat and ashes are produced. These are new substances formed during combustion. They become irreversible. Soot or dirt is formed under the can when it is placed over the lighted candle. Heat is also transferred through conduction. Both the burned matchstick and ash on the heated tin can are products of chemical change.	What are the two types of changes that materials undergo?	What are the specific changes that happen to physical and chemical change?

			In placing the ice outside, its solid phase and shape becomes liquid. But no new material is formed. It is physical change. When heat is applied to materials that undergo physical change, they change in shape, texture, phase and temperature. On the other hand, when heat is applied to materials that undergo chemical change, color, odor and temperature also change		
I.Evaluating learning	Encircle the letter of the correct answer	Identify the sign when materials undergo change in each of the following situation below:	Identify the signs of change that are evident in each picture	Classify the following changes in materials as to chemical or physical. 1. Fruit juice becomes alcoholic drinks. 2. A liquid turns into gas when it is heated. Changes in Materials Chemical Change Physical Change 3. Banana turns sweet. 4. Mother bakes your favorite cookies. 5. Plastics and nylon stockings are made from organic materials	Below is a list of changes in matter. Under the Physical Change or Chemical Change, write PC if the material underwent Physical Change and CC if Chemical Change in each of the item listed. Identify the specific change and write it in column under Specific Change
J.additional activities for application or remediation	Home Connection: Materials: cotton, calamansi juice, bond paper, light bulb/ fluorescent bulb/emergency light What to do: 1. Use calamansi juice and swab of cotton to write words or draw pictures on a bond paper. 2. Hold the paper near a light bulb for 3-5 minutes. Safety Note: Be sure not to hold the paper too near the heat source (light bulb), as the paper may burn.	Answer the following questions: 1. Aside from camote, what other foods turns brown when exposed to air? 2. What will you do to leftover foods to avoid spoilage?	Draw pictures that exhibit signs of physical and chemical change	Observe ten (10) changes that took place in your community. Record them, then classify as to physical or chemical change.	Answer the following questions G. What benefit can people get from the following situations? 🎬 evaporation of water 🎬 burning of wood Etc.

	Question: What changes happen to the materials?				
V.REMARKS					
VI.REFLECTION					
A.No. of learners who earned 80% in the evaluation					
B.No.of learners who require additional activities for remediation					
C.Did the remedial work? No.of learners who have caught up with the lesson					
D.No. of learners who continue to require remediation					
E.Which of my teaching strategies worked well? Why did these work?					
F.What difficulties did I encounter which my principal or supervisor can helpme solve?					
G.What innovation or localized materials did used/discover which I wish to share with other teachers?					