GRADES 1 to 12 DAILY LESSON LOG	School		Grade Level	V
	Teacher	*Credit to the owner*	Learning Areas	SCIENCE
	Teaching Dates and Time	FEBRUARY 20-24, 2023 (WEEK 2)	Quarter	III

	Monday	Tuesday	Wednesday	Thursday	Friday
I. OBJECTIVES	After investigating, learners will decide whether materials are safe and useful based on their properties. They will also infer that new materials may form when there are changes in properties. Learners will develop healthful and hygienic practices related to the reproductive system after describing changes that accompany puberty. They will compare different modes of reproduction among plant and animal groups and conduct an investigation on pollination. They will also make decisions about the preservation of estuaries and intertidal zones. Learners will recognize that different materials react differently with heat, light, and sound. They will relate these abilities of materials to their specific uses. Learners will describe the changes that earth materials undergo. They will learn about the effects of typhoons and make emergency plans with their families in preparation for typhoons. They will also observe patterns in the natural events by observing the appearance of the Moon				
A. Content Standards	The learners… demonstrate understanding of a simple DC circuit and the relationship between electricity and magnetism in electromagnets	The learners… demonstrate understanding of a simple DC circuit and the relationship between electricity and magnetism in electromagnets	The learners… demonstrate understanding of a simple DC circuit and the relationship between electricity and magnetism in electromagnets	The learners… demonstrate understanding of a simple DC circuit and the relationship between electricity and magnetism in electromagnets	The learners… demonstrate understanding of a simple DC circuit and the relationship between electricity and magnetism in electromagnets
B. Performance Standards	The learners… propose an unusual tool or device using electromagnet that is useful for home, school or community	The learners… propose an unusual tool or device using electromagnet that is useful for home, school or community	The learners… propose an unusual tool or device using electromagnet that is useful for home, school or community	The learners… propose an unusual tool or device using electromagnet that is useful for home, school or community	The learners… propose an unusual tool or device using electromagnet that is useful for home, school or community
C. Learning Competencies/Objectives Write the LC code for each	The learners… propose an unusual tool or device using electromagnet that is useful for home, school or community	The learners… propose an unusual tool or device using electromagnet that is useful for home, school or community	The learners… propose an unusual tool or device using electromagnet that is useful for home, school or community	The learners… propose an unusual tool or device using electromagnet that is useful for home, school or community	The learners… propose an unusual tool or device using electromagnet that is useful for home, school or community
II. CONTENT	Electricity and Magnetism Circuits Electromagnets	Electricity and Magnetism Circuits Electromagnets	Electricity and Magnetism Circuits Electromagnets	Electricity and Magnetism Circuits Electromagnets	Electricity and Magnetism Circuits Electromagnets
III. LEARNING RESOURCES					
A. References					
1. Teacher's Guide pages					
2. Learner's Material pages	Breaking Through Science 5 ,C&E Publishing, Inc.p.90-101 T.M.	Breaking Through Science 5 ,C&E Publishing, Inc.p.90-101 T.M.	Breaking Through Science 5 ,C&E Publishing, Inc.p.90-101 T.M.	Breaking Through Science 5 ,C&E Publishing, Inc.p.90-101 T.M.	Breaking Through Science 5 ,C&E Publishing, Inc.p.90-101 T.M.

	Science for Daily Use 4, Revised Edition 2011 p. 146-160	Science for Daily Use 4, Revised Edition 2011 p. 146-160	Science for Daily Use 4, Revised Edition 2011 p. 146-160	Science for Daily Use 4, Revised Edition 2011 p. 146-160	Science for Daily Use 4, Revised Edition 2011 p. 146-160
3. Textbook pages					
4. Additional Materials from Learning Resource (LR) portal					
B. Other Learning Resources					
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	Ask the pupil if they know their height,weight, how many tiles will cover their kitchen floor, how much milk should be added to a cake mix, what is the temperature outside. All of these questions are answered by measurement. Explain that measurement is important part of daily life. People use measurement all the time-for shopping, cooking, construction and deciding how warm to dress. Measuring is also an important part of science. A measurement has two parts: a number and a unit. A unit is a standard amount used to measure something. Example : 100 grams Number standard unit	Ask the pupil if they know their height,weight, how many tiles will cover their kitchen floor, how much milk should be added to a cake mix, what is the temperature outside. All of these questions are answered by measurement. Explain that measurement is important part of daily life. People use measurement all the time-for shopping, cooking, construction and deciding how warm to dress. Measuring is also an important part of science. A measurement has two parts: a number and a unit. A unit is a standard amount used to measure something. Example : 100 grams Number standard unit	Ask the pupil if they know their height,weight, how many tiles will cover their kitchen floor, how much milk should be added to a cake mix, what is the temperature outside. All of these questions are answered by measurement. Explain that measurement is important part of daily life. People use measurement all the time-for shopping, cooking, construction and deciding how warm to dress. Measuring is also an important part of science. A measurement has two parts: a number and a unit. A unit is a standard amount used to measure something. Example : 100 grams Number standard unit	Activity 1 How far can you go? Group the pupils by 5. With the piece of ruler, identify the meter side and the inch side. 1. What value does the prefix milli - stand for?_____ 2. What value does the prefix centi - stand for? _____ 3. Which is larger, a meter or a millimeter?_____ 4. How may millimeter make 1 centimeter?_____ 5. The length at A can be written as 45 mm. It may also be written as _____ (45cm, 4.5 cm, 0.45 cm.)	Activity 1 How far can you go? Group the pupils by 5. With the piece of ruler, identify the meter side and the inch side. 1. What value does the prefix milli - stand for?_____ 2. What value does the prefix centi - stand for? _____ 3. Which is larger, a meter or a millimeter?_____ 4. How may millimeter make 1 centimeter?_____ 5. The length at A can be written as 45 mm. It may also be written as _____ (45cm, 4.5 cm, 0.45 cm.)
B. Establishing a purpose for the lesson	Use appropriate measuring tools and correct standard units	Use appropriate measuring tools and correct standard units	Use appropriate measuring tools and correct standard units	Use appropriate measuring tools and correct standard units	Use appropriate measuring tools and correct standard units
C. Presenting examples/instances of the new lesson	Group pupils into 5 members in each group Classify the measurement by English or Metric Check their answers.	Group pupils into 5 members in each group Classify the measurement by English or Metric Check their answers.	Group pupils into 5 members in each group Classify the measurement by English or Metric Check their answers.	Measure each of the following lengths. Write the lengths on the right in centimeter and millimeters. 6. 6. _____ cm _____mm 7. 7. _____ cm _____mm	-do-

				8. 8. _____ cm _____mm 9. 9. _____ cm _____mm 10. 10. _____ cm _____mm	
D. Discussing new concepts and practicing new skills #1	What are the two system of measurement? Which unit of measure is used by scientist? Activity 2 Identify the meaning of the unit of measurement. (Use the table as reference) Answer the questions that follow. Activity 2: Find the meaning of measurement	What are the two system of measurement? Which unit of measure is used by scientist? Activity 2 Identify the meaning of the unit of measurement. (Use the table as reference) Answer the questions that follow. Activity 2: Find the meaning of measurement	What are the two system of measurement? Which unit of measure is used by scientist? Activity 2 Identify the meaning of the unit of measurement. (Use the table as reference) Answer the questions that follow. Activity 2: Find the meaning of measurement	Discuss that objects have different shapes and there are different formula in getting the area that are discuss in their Math subject.	Discuss that objects have different shapes and there are different formula in getting the area that are discuss in their Math subject.
E. Discussing new concepts and practicing new skills #2	Use the chart above to answer the following questions: How many grams make up a kilogram? _____ 10, 100, 1000 How much of a meter is a centimeter?_____1/10,1/100, 1/1000 How many times larger is a hectometer compared to a decameter?_____ 10, 100,1000 How many times smaller is a millimeter compared to a decimeter?_____ Which prefix stands for a greater value? Deca or kilo_____ Hecto or kilo_____ Kilo or milli_____ Centi or deci_____ Centi or milli_____	Use the chart above to answer the following questions: How many grams make up a kilogram? _____ 10, 100, 1000 How much of a meter is a centimeter?_____1/10,1/100,1/1000 How many times larger is a hectometer compared to a decameter?_____ 10, 100,1000 How many times smaller is a millimeter compared to a decimeter?_____ Which prefix stands for a greater value? Deca or kilo_____ Hecto or kilo_____ Kilo or milli_____ Centi or deci_____	Use the chart above to answer the following questions: How many grams make up a kilogram? _____ 10, 100, 1000 How much of a meter is a centimeter?_____1/10,1/100,1/1000 How many times larger is a hectometer compared to a decameter?_____ 10, 100,1000 How many times smaller is a millimeter compared to a decimeter?_____ Which prefix stands for a greater value? Deca or kilo_____ Hecto or kilo_____ Kilo or milli_____ Centi or deci_____ Centi or milli_____	The square has an area of 4 square Centimeter (4 cm Area = L1 x L2 2 cm = 2 cm x 2 cm Area == 4 square centimeters (4 cm)	The square has an area of 4 square Centimeter (4 cm Area = L1 x L2 2 cm = 2 cm x 2 cm Area == 4 square centimeters (4 cm)

	Deca or deci_____	Centi or milli_____ Deca or deci_____	Deca or deci_____		
F. Developing mastery **(Leads to Formative Assessment 3)**	Memorize the table of measurment	Memorize the table of measurment	Memorize the table of measurment	What is the formula in getting the area of the square.	What is the formula in getting the area of the square.
G. Finding practical applications of concepts and skills in daily living	Measure the things that you have in your bag.	Measure the things that you have in your bag.	Measure the things that you have in your bag.	Measure the things that you have in your bag.	Measure the things that you have in your bag.
H. Making generalizations and abstractions about the lesson	Mass is commonly confused with weight. The two are closely related, but they measure different things. Whereas mass measures the amount of matter in an object, weight measures the force of gravity acting on an object. The force of gravity on an object depends on its mass but also on the strength of gravity. If the strength of gravity is held constant (as it is all over Earth), then an object with a greater mass also has a greater weight.	Mass is commonly confused with weight. The two are closely related, but they measure different things. Whereas mass measures the amount of matter in an object, weight measures the force of gravity acting on an object. The force of gravity on an object depends on its mass but also on the strength of gravity. If the strength of gravity is held constant (as it is all over Earth), then an object with a greater mass also has a greater weight.	Mass is commonly confused with weight. The two are closely related, but they measure different things. Whereas mass measures the amount of matter in an object, weight measures the force of gravity acting on an object. The force of gravity on an object depends on its mass but also on the strength of gravity. If the strength of gravity is held constant (as it is all over Earth), then an object with a greater mass also has a greater weight.	Measurement rules our lives. It has sliced up our world and helped us impose order and logic on our restless universe. Length is the measurement of something from end to end or along its longest side. Surface Area is the term used to describe the area of an object that is exposed.	Measurement rules our lives. It has sliced up our world and helped us impose order and logic on our restless universe. Length is the measurement of something from end to end or along its longest side. Surface Area is the term used to describe the area of an object that is exposed.
I. Evaluating learning	In metric system the unit of Mass is the _____ (meter, kilogram, pound) Mass and weight _____ (are, are not) the same. _____ (Mass, Weight) is a measure of the amount of matter in an object.	In metric system the unit of Mass is the _____ (meter, kilogram, pound) Mass and weight _____ (are, are not) the same. _____ (Mass, Weight) is a measure of the amount of matter in an object.	In metric system the unit of Mass is the _____ (meter, kilogram, pound) Mass and weight _____ (are, are not) the same. _____ (Mass, Weight) is a measure of the amount of matter in an object.	Find the areas of the following rectangles 1. 5 meters x 5 meters _____ 2. 2.5 cm x 5 cm_____ 3. 10 millimeters x 10 millimeters_____ _____	Find the areas of the following rectangles 1. 5 meters x 5 meters _____ 2. 2.5 cm x 5 cm_____ 3. 10 millimeters x 10 millimeters_____ _____
J. Additional activities for application or remediation	Differentiate English System and Metric System. Give five examples for each system.	Differentiate English System and Metric System. Give five examples for each system.	Differentiate English System and Metric System. Give five examples for each system.	Find the area of the following: 1. books 2. teacher's table 3. desk 4. blackboard eraser 5. notebook	Find the area of the following: 6. books 7. teacher's table 8. desk 9. blackboard eraser 10. notebook
V. REMARKS					
VI. REFLECTION					

A. No. of learners who earned 80% in the evaluation					
B. No. of learners who require additional activities for remediation who scored below 80%					
C. Did the remedial lessons 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 help me solve?					
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?					