MARAN NG EOU	GRADES 1 to 12	School		Grade Level	V
· KAG.	DAILY LESSON LOG	Teacher	Credit to the owner	Learning Areas	SCIENCE
FRANKLIKA NG PRIMING		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	The learners	The learners	The learners	The learners	
	demonstrate understanding of a simple DC circuit and the relationship between electricity and magnetism in electromagnets	demonstrate understanding of a simple DC circuit and the relationship between electricity and magnetism in electromagnets	demonstrate understanding of a simple DC circuit and the relationship between electricity and magnetism in electromagnets	demonstrate understanding of a simple DC circuit and the relationship between electricity and magnetism in electromagnets	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.	

В.	3. Textbook pages 4. Additional Materials from Learning Resource (LR) portal Other Learning Resources	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
	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 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.)
В.	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.	in each group	each group	lengths. Write the lengths on	-do-

					-	
					8.	
					_	
					8 cm	
					mm	
					9.	
					9 cm	
					mm	
					10.	
					10 cmmm	
D.	Discussing new concepts and	What are the two system of	What are the two system of	What are the two system of	Discuss that objects have	Discuss that objects have
	practicing new skills #1	measurement?	measurement?	measurement?	different shapes and there are	different shapes and there
		Which unit of measure is used by	Which unit of measure is used	Which unit of measure is used	different formula in getting the	are different formula in
		scientist?	by scientist?	by scientist?	area that are discuss in their	getting the area that are
		Activity 2	Activity 2	Activity 2	Math subject.	discuss in their Math
		Identify the meaning of the unit of	Identify the meaning of the	Identify the meaning of the unit	·	subject.
		measurement. (Use the table as	unit of measurement. (Use the	of measurement. (Use the table		
		reference)	table as reference)	as reference)		
		Answer the questions that follow.	Answer the questions that	Answer the questions that		
			follow.	follow.		
		Activity 2: Find the meaning of	Activity 2: Find the meaning of	Activity 2: Find the meaning of		
		measurement	measurement	measurement		
E.	Discussing new concepts and	Use the chart above to answer the	Use the chart above to answer	Use the chart above to answer	The square has an area of 4	The square has an area of 4
	practicing new skills #2	following questions:	the following questions:	the following questions:	square	square
		How many grams make up a	How many grams make up a	How many grams make up a	Centimeter (4 cm	Centimeter (4 cm
		kilogram? 10, 100, 1000	kilogram? 10, 100,	kilogram? 10, 100,	Area = L1 x L2	Area = L1 x L2
		How much of a meter is a	1000	1000	2 cm	2 cm
		centimeter?1/10,1/100,	How much of a meter is a	How much of a meter is a		
		1/1000	centimeter?1/10,1/	centimeter?1/10,1/1	= 2 cm x 2 cm	= 2 cm x
		How many times larger is a	100,1/1000	00,1/1000	Area == 4 square centimeters	2 cm
		hectometer compared to a	How many times larger is a	How many times larger is a	(4 cm)	Area == 4 square
		decameter? 10, 100,1000	hectometer compared to a	hectometer compared to a		centimeters (4 cm)
		How many times smaller is a	decameter? 10,	decameter? 10, 100,1000		
		millimeter compared to a	100,1000	How many times smaller is a		
		decimeter?	How many times smaller is a	millimeter compared to a		
		Which prefix stands for a greater	millimeter compared to a	decimeter?		
		value?	decimeter?	Which prefix stands for a		
		Deca or kilo	Which prefix stands for a			
			greater value?	Deca or kilo		
		Hecto or kilo	Deca or kilo			
		Kilo or milli		Hecto or kilo		
			Hecto or kilo	Kilo or milli		
		Centi or deci	Kilo or milli			
		Centi or milli	l	Centi or deci		l
			Centi or deci	Centi or milli		

		Deca or deci	Centi or milli			
		Beca of acci	centrol mini	Deca or deci		
			Deca or deci	Beed of deel		
F.	Developing mastery	Memorize the table of	Memorize the table of	Memorize the table of	What is the formula in getting	What is the formula in
''	(Leads to Formative Assessment 3)	measurment	measurment	measurment	the area of the square.	getting the area of the
	·	measarment	measarment	measarment	the area of the square.	square.
<u> </u>						,
G.	Finding practical applications of	Measure the things that you have	Measure the things that you	Measure the things that you	Measure the things that you	Measure the things that you
	concepts and skills in daily living	in your bag.	have in your bag.	have in your bag.	have in your bag.	have in your bag.
Н.	Making generalizations and	Mass is commonly confused with	Mass is commonly confused	•	Measurement rules our lives. It	Measurement rules our
	abstractions about the lesson	weight. The two are closely related,	with weight. The two are	with weight. The two are closely	has sliced up our world and	lives. It has sliced up our
		but they measure different things.	closely related, but they	related, but they measure	helped us impose order and	world and helped
		Whereas mass measures the	measure different things.	different things. Whereas mass	logic on our restless universe.	us impose order and logic on
		amount of matter in an object,	Whereas mass measures the	measures the amount of matter	Length is the measurement of	our restless universe. Length
		weight measures the force of	amount of matter in an object,	in an object, weight measures	something from end to end or	is the measurement of
		gravity acting on an object. The	weight measures the force of	the force of gravity acting on an	along its longest	something from end to end
		force of gravity on an object	gravity acting on an object. The		side. Surface Area is the term	or along its
		depends on its mass but also on	force of gravity on an object	an object depends on its mass	used to describe the area of an	longest side.
		the strength of gravity. If the	depends on its mass but also	but also on the strength of	object that	Surface Area is the term
		strength of gravity is held constant	on the strength of gravity. If	gravity. If the strength of gravity	is exposed.	used to describe the area of
		(as it is all over Earth), then an	the strength of gravity is held	is held constant (as it is all over		an object
		object with a greater mass also has	constant (as it is all over Earth),	Earth), then an object with a		that is exposed.
		a greater weight.	then an object with a greater	greater mass also has a greater		
			mass also has a greater weight.	weight.		
Т.	Evaluating learning	In metric system the unit of Mass is	In metric system the unit of	In metric system the unit of	Find the areas of the following	Find the areas of the
	5	the (meter,	Mass is the	Mass is the	rectangles	following rectangles
		kilogram, pound)	(meter, kilogram, pound)	(meter, kilogram, pound)	1. 5 meters x 5 meters	1. 5 meters x 5 meters
		Mass and weight	Mass and weight	Mass and weight		
		(are, are not) the same.	(are, are not) the same.	(are, are not) the same.	2. 2.5 cm x 5	2. 2.5 cm x 5
		(Mass, Weight) is a	(Mass, Weight) is		cm	cm
		measure of the amount of matter	a measure of the amount of	a measure of the amount of	3. 10 millimeters x 10	3. 10 millimeters x 10
		in an object.	matter in an object.	matter in an object.	millimeters	millimeters
				-		
J.	Additional activities for	Differentiate English System and	Differentiate English System	Differentiate English System and	Find the area of the following:	Find the area of the
	application or remediation	Metric System. Give five examples	and Metric System. Give five		1. books	following:
		for each system.	examples for each system.	examples for each system.	teacher's table	6. books
					3. desk	7. teacher's table
					blackboard eraser	8. desk
					5. notebook	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?	I		
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?			