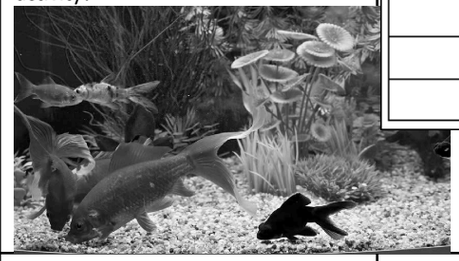
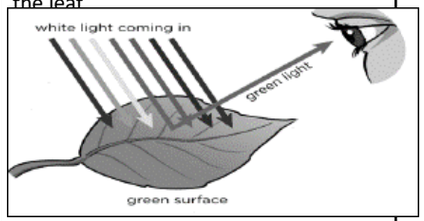
GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	V
	Teacher:	*Credits to the Writer of this File*	Learning Area:	SCIENCE
	Teaching Dates and Time:	MARCH 13-17, 2023 (WEEK 5)	Quarter:	3RD QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I.OBJECTIVES					
A.Content Standards	The learners demonstrate understanding of the effects of heat and electricity, light, and sound on people and objects.				
B.Performance Standards	The learners should be able to perform the activity sensibly.				
C.Learning Competencies/Objectives	Identify materials that block light. S5FE-IIIe-5	Identify materials that absorb light. S5FE-IIIe-5	Identify materials that transmit light. S5FE-IIIe-5	Relate the ability of the materials to block, absorb or transmit light to its use. S5FE-IIIe-5	PERFORMANCE TASKS
II.CONTENT	Light and Sound, Heat and Electricity	Light and Sound, Heat and Electricity	Light and Sound, Heat and Electricity	Light and Sound, Heat and Electricity	
III.LEARNING RESOURCES					
A.References					
1.Teacher's Guide pages					
2.Learners's Materials pages					
3.Textbook pages	Cyber Science Worktext in Science and Technology 5 by: Nicetas G. Valencia et. Al. pp. 245 – 251	Cyber Science Worktext in Science and Technology 5 by: Nicetas G. Valencia et. Al. p. 245-251	Cyber Science Worktext in Science and Technology 5 by: Nicetas G. Valencia et. Al. p. 245-251	Cyber Science Worktext in Science and Technology 5 by: Nicetas G. Valencia et. Al. pp. 245-251	
4.Additional materials from learning resource (LR) portal		https://www.boundless.com/biology/textbooks/boundless-biology-textbook/photosynthesis-8/the-light-dependent-reactions-of-photosynthesis-81/absorption-of-light-375-11601/			
B.Other Learning Resource	metacards, activity sheet, chart, checklist, table, woods, basketball ball, tin can, vase, chalk, flashlight	Metacards, Activity sheet, chart, checklist, table, woods, basketball ball, tin can, vase, chalk, flashlight	metacards, activity sheet, chart, checklist plastic ball, cellophane, jelly, prism, plastic lunch box, flashlight	metacards, activity sheet, chart, checklist plastic ball, cellophane, jelly, prism, plastic lunch box, flashlight	
IV.PROCEDURES					
A.Reviewing previous lesson or presenting the new lesson	Classify the following materials into black or colored object. Place your answer on the chart. Magnet flower black shoes black ink leaf	In a metacard, list down some materials that blocked lights. Paste it on the chart. How do you describe the materials that block the light?	FACT or BLUFF. Listen to the teacher as he/she reads the following situation. Directions: Raise the word FACT if the situation states that light is being absorbed and BLUFF if it is not. 1. Erwin wears dark-colored dress during cold weather. 2. Leaves absorb light during the process of photosynthesis. 3. While resting, Paola enjoys looking	Describe the characteristics of materials based from their behavior to light	

	wires tires colored roof		to fish in the aquarium 4. In an activity, the light reflects in different colors when it strikes to the prism. 5. Jeffrey looks to the glass of water to test if it is clear.		
B.Establishing a purpose for the lesson					
C.Presenting Examples/ instances of the new lesson	What can you say about it? Where do we usually stay during noon time? Why? Can you imagine how people enjoy the shade of the trees if the trees do not block the sunlight? What benefits can we get from this activity?	Teacher will show a mirror. Have you ever wondered why you can see your face in a mirror? This occurs because mirrors are very smooth and shiny. Light bounces, or reflects, off of the smooth and shiny surface of mirrors. When you see your face in a mirror you are seeing light from your face reflecting off of the mirror.	Class, look at the picture. What can you say about it? What kind of material use in making aquarium? Why? Can you see the fish inside the aquarium if is not made of glass? What benefits can we get from this activity? 	Directions: Classify the following materials based on their reaction to light. flower | plastic bottle | eye glasses green apple | paint | booth plastic ball | clear water | tree shampoo | white sock | umbrella jacket | center table glass | book	
D.Discussing new concepts and practicing new skills #1					
E.Discussing new concepts and practicing new skills #2	Mystery box. The box contains block of woods, basketball ball, tin can, vase, chalk. Riddle: a. I am round and orange in color. You used me in playing. You can dribbled and shoot me on the ring. What am I? b. I am usually found on the table. You can put flower to me. You must handle me carefully so that I won't broke. What am I? c. I came into different color. You can used me in writing on the board. What am I? d. Sardines and milk are placed inside me. Never throw me because you can recycle me. What am I? e. I came from trees. I am not a flower, a root or a leaf. What am I? Let us see how these objects are related to our lesson today.	1. Setting Standards 2. Group the class into four. 3. Distribution of activity sheet and materials to be used. 4. Let the pupils perform the activity. Activity Absorb of light I. Problem: What materials do absorb light? II. Materials: plastic ball, cellophane, jelly, prism, plastic lunch box, chart, flashlight III. Procedure: 1. Turn on the flashlight. Test if the following material absorb the light. 2. Record your answer on the table. Put check (√) on the proper column.	1. Setting Standards 2. Group the class into four. 3. Distribution of activity sheet and materials to be used. 4. Let the pupils perform the activity. Activity Transmit of light 3. Observation: 1. What materials transmit the light? 2. What happens to the light that strikes on these materials?	1. Setting standards 2. Group the class into three. 3. Distribution of activity sheet and materials to be used. 4. Let the pupils perform the activity. Activity I Reaction of light	
F.Developing Mastery					

G.Finding Parctical application of concepts and skills in daily living	1. Setting Standards 2. Group the class into four. 3. Distribution of activity sheet and materials to be used. 4. Let the pupils perform the activity. Activity Blocking of light	1. Group Reporting and Presentation of Output 2. Analysis and Discussion What can you say about the materials we used in the activity? What evidence shows that light was blocked by materials?	1. Group Reporting and Presentation of Outputs 2. Analysis and Discussion What can you say about the materials we used in the activity? What evidence shows that light was blocked by materials?	1. Group Reporting and Presentation of Output 2. Analysis and Discussion What can you say about the materials used in the activity? What evidence showed that light was block/transmit/absorb by materials? What are the uses of ability of material to block/transmit/absorb light?	
H.Making generalization and abstraction about the lesson					
I.Evaluating learning	1. Group Reporting and Presentation of Output 2. Analysis and Discussion What can you say about the materials we used in the activity? What evidence shows that light was blocked by materials?	Plants make their own foods through the process of photosynthesis.Study the picture below. Teacher will give additional information about how light is being absorbed by the leaf  	Group Activity. On metacards, list down some examples of materials that transmit light. Paste them on the chart.	Group Activity. Group 1 – On metacards, list down some examples of materials that transmitlight. Paste it on the chart. How do we use these materials? Group 2 – On metacards, list down some examples of materials that absorb light. Paste it on the chart. How do we use these materials? Group 3 – On metacards, list down some examples of materials that block light. Paste them on the chart. How do we use these materials?	
J.additional activities for application or remediation					
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	
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 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 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 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 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 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 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	
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	
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	
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	
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.	*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.	*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.	*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 ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method ***Why?*** ___ Complete Ims ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson	**___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 ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method ***Why?*** ___ Complete Ims ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson	**___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 ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method ***Why?*** ___ Complete Ims ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson	**___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 ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method ***Why?*** ___ Complete Ims ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's collaboration/cooperation in doing their tasks ___ Audio Visual Presentation of the lesson	