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DepED
DEPARTMENT OF EDUCATION

Worksheet for Science

Quarter 1
WEEK
4

Worksheet for Science Grade 5
Quarter 1: Week 4
SY 2023-2024

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LEARNING ACTIVITY SHEET 1

Learning Area:	Science	**Quarter:**	1st Quarter
Lesson No.:	5	**Date:**	
Lesson Title/ Topic:	**What is Volume?**		
Name:		**Grade & Section:**	

I. Activity No.1: "Space in a Cup" (25 mins)

II. **Objective(s):** *At the end of the activities learners are expected to:*

1. Define what is the meaning of Volume; and
2. Explain how matter takes up space.

III. Materials Needed:

pebbles
cups
water
beaker
graduated cylinder

IV. Instruction:

1. Put as many pebbles as possible into an empty cup. Record your observations.
2. Fill an empty cup half-full of water. Observe the space inside the cup. Keep on pouring water inside the cup. Record your observations.
3. Share your observations with your classmates.
4. If we keep on putting pebbles and water inside the cup, what do you think will happen?

OBSERVATION RECORD

SITUATION/CONDITION	**OBSERVATION** (about the space inside the cup)
Many pebbles in an empty cup (How much space is occupied by the pebbles?)	
Space inside an empty cup half-full of water	
Water is continuously poured into the cup	

V. Synthesis

1. What happens to the space in a cup when you fill it with objects/water?
2. When a container is already filled with things, can you still add more to it? Why?
3. What can you say about matter in terms of the space it occupies?

Worksheet 1: "Volume or no Volume"

Given a list of objects, put a check if this has volume and an X if none.

Objects	Has volume (/) or no volume (X)	Objects	Has volume (/) or no volume (X)
lemon Juice		soy sauce	
notebook		shampoo	
air in a balloon		oxygen in a tank	
chalk		broom box	
green mango		soft drink	

Based on your answers, what can you write about things and volume?

_____

_____

_____

Worksheet 2: Guided Film Viewing

Directions: Complete the Sheet as you watch the Video. You are to work with the same group you had last meeting.

1. What is volume?

   It is the amount of _____ something takes up. It describes how much a container can hold.

2. What are some tools you can use to measure volume?

Tools you can use to measure Volume
1.
2.
3.
4.
5.

3. What are some units of measurement used for volume?

Units for Volume
1.
2.
3.
4.

5.
6.

4. What is milliliters? _____

   What is the abbreviation of milliliter? _____

   What are some examples of objects measured in milliliter?

   Give 3 examples: _____

5. What is liters? _____

   How many milliliters are there in one liter? _____

   What is the abbreviation of liter? _____

   What are some examples of objects measured in liters?

   Give 3 examples: _____

6. When can you use milliliters and when can you use liters? _____

   _____

7. How can you measure volume based on the video clips? _____

   _____

GUIDE WORDS TO USE

space	**measuring cups**	**pint**
beaker	**measuring spoon**	**quart**
dropper	**medicine**	**gallon**
graduated cylinder	**shampoo**	**milliliter (mL)**
	liter (L)	

Worksheet 3: Reading the Volume of Liquid using a Graduated Cylinder

Directions: Using the prepared materials (graduated cylinder, water / colored water), with the guidance of your teacher, practice reading the volume of liquids using the graduated cylinder.

1. Pour a specific amount of water / colored water in the graduated cylinder and read the volume. How did you read it? Do you have any idea where to look?

2. Try to add a few drops of water / colored water. Observe. What happens to the volume of the liquid?

3. Your teacher will demonstrate the correct way of reading the volume. Listen carefully and mimic what s/he does. Did you do it right the first time?

4. List down the new word that you have heard. What is its use in reading volume of liquids?

   M_____

   Use: _____

LEARNING ACTIVITY SHEET 2

Learning Area:	Science	**Quarter:**	1st Quarter
Lesson No.:	5	**Date:**	
Lesson Title/ Topic:	**Measuring Volume of Matter**		
Name:		**Grade & Section:**	

I. Activity No.2: "Different Measuring Tools" (40 mins)

II. Objective(s): At the end of the activities learners are expected to:
A. Use tools to measure the volume of matter.

III. Materials Needed:

stone, and other objects that can be placed inside the cup
cups
water
beaker
graduated cylinder
measuring spoon
dropper
measuring cup and other related measuring tools

IV. Instruction:

1. As a group, you are to identify at least five (5) objects you can find in the room to measure.
2. Use the tools and record your observations

Objects (this is decided by the group)	**Measuring Tools**	**Volume (indicate the unit of measurement)**
1. stone		
2.		
3.		
4.		
5.		

Guide Question:

1. Which of the object/s listed on the table was the hardest to measure using the tools? Why?

LEARNING ACTIVITY SHEET 3

Learning Area:	Science	**Quarter:**	1st Quarter

Lesson No.:	5	**Date:**	
Lesson Title/ Topic:	**Measuring Volume of Matter**		
Name:		**Grade & Section:**	

I. Activity No.3: Measuring the Volume of a Stone (25 mins)

II. **Objective(s):** *At the end of the activities learners are expected to:*
A. know how to measure volume of irregular solids.

III. Materials Needed:
stone
measuring jar (or graduated cylinder if not available)
beaker
water
string

IV. Instruction:
1. Learners will be divided into groups. Proceed to your group and work together.
2. Follow the procedure below.
Procedure:
a. Use the table below to record the readings.

Objects	Volume (mL) in measuring jar or graduated cylinder	Volume (mL) in beaker
1. water		
2. water and stone		
3. stone		

b. Fill the measuring jar or the graduated cylinder with water and record the volume of water in the table.
c. Tie the stone with string and gently put the stone inside the jar or graduated cylinder with water.
d. Record the volume of the water and the stone in the table.
e. Now, find the volume of the stone only and write it in the table.
f. Do the same and repeat the procedure but in a beaker.
g. Share your ideas with your classmates and talk about how you found the volume of the stone.

OBSERVATION RECORD:

Objects	Volume (mL) in measuring jar or graduated cylinder	Volume (mL) in beaker

1. water		
2. water and stone		
3. stone		

V. Synthesis

1. How did you measure the volume of the stone?

_____

_____

2. Can you do the same with other irregular objects?

_____

_____