GRADES 1 to 12 DAILY LESSON LOG	School:	Visit DepEdResources.com for More	Grade Level:	V
	Teacher:	File Created by Ma'am EDNALYN D. MACARAIG	Learning Area:	SCIENCE
	Teaching Dates and Time:	SEPTEMBER 16 - 20, 2024 (WEEK 8)	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	The learner uses local, recyclable solid and /or liquid materials in making useful products	The learner uses local, recyclable solid and /or liquid materials in making useful products	The learner uses local, recyclable solid and /or liquid materials in making useful products	The learner uses local, recyclable solid and /or liquid materials in making useful products	The learner uses local, recyclable solid and /or liquid materials in making useful products
C.Learning Competencies/Objectives	Identify local, recyclable materials found in the community S5MT-Ih-i-4	Infer useful products that can be formed out of local, recyclable solid/liquid materials. S5MT-Ih-i-4	Collect local, recyclable solid/or liquid materials S5MT-Ih-i-4	Organize the steps/procedures in designing a product S5MT-Ih-i4	Design a product out of local, recyclable solid and /or liquid materials in making useful products S5MT-Ih-i4
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	CG p.30	CG p.30	CG p.30	CG p.30	CG p.30
2.Learners's Materials pages					
3.Textbook pages	Science Spectrum Work Text in Science and Health for Elementary 6, Rebecca R. Fallaria, pp. 133-135	Science Epectrum 6, Rebecca R. Fallaria et.al pages 135-136			
4.Additional materials from learning resource (LR) portal					
B.Other Learning Resource	activity sheets, shoe or cereal box, glue, paper towel roll, scissors	Real /pictures of products out of recyclable materials. marking pen, manila paper powerpoint presentation	Cut-out of pictures Real Objects powerpoint presentation	copy of the project template and the steps powerpoint presentation	flashcards, pictures of recyclable products, copy of the template
IV.PROCEDURES					
A.Reviewing previous lesson or presenting the new lesson	Review about recyclable liquid material	Review Name examples of recyclable materials that can be found in school and community	Prior Knowledge(APK)/Review Distribute a cut out of trash can to each learner. Say: In two minutes, write, as many as you can,	Review about the past lesson	Checking of Assignment 2. Review Arrange the steps in designing a product. Drag them from top to bottom.

			examples of solid/liquid recyclable materials		
B.Establishing a purpose for the lesson	Motivation The pupils will play Minute to Win It Divide the class into five groups. Provide each group with set of jumbled letters of recyclable material. Give one minute to arrange the jumbled letters. The group who can form the letters of recyclable materials will be declared as the winner.	Show a sample product out of local, recyclable solid/liquid materials	Prepare the class for a trip within the school premises	Providing Situation Let the pupils think of something or a situation wherein they need something to use or to have. Say: I have a problem in organizing my school supplies like pencils, ball pens, scissors and pins. Some of my things are misplaced whenever I need them. Can you help me with my problem? What would be your suggestions to keep my things in order?	Show pictures of products made out of recyclable materials
C.Presenting Examples/ instances of the new lesson	Preparation a. Group the pupils into five. b. Recall the norms to be followed in performing the activity. c. Say: The materials you brought are needed for the activity we will be performing today. d. Remind the pupils to take necessary precaution in handling the materials e. Go around and inspect what the pupils are doing. Ask or answer question if necessary.	Preparation a. Group pupils into 4 groups. b. Set the standard in doing a group activity. c. Give pupils the activity sheets to be used.	Activity 1. Materials: local waste materials in school 2. What to do: a. Collect waste materials found in school. b. Classify the collected materials and show their abundance by making a pictograph	Guide the pupils to select a good project based on their objective (what they need) 🎬 What materials are you interested to collect? 🎬 What do you want to create? 🎬 What can you do?	What recyclable materials were used to produce these products?
D.Discussing new concepts and practicing new skills #1	Let the pupils do the activity	Activity Proper Activity Proper Trash to Cash 1. Talk about the common local recyclable solid materials that are common in your community. Then think of other products that can be made out of these materials. 2. Record these on the table.	Learners will show the waste products that they have gathered Guide questions: a. Do you need them? b. Are they useful? c. Can you reuse them? d. Can you recycle them? e. Can you recover them? f. Are these materials also available in your community? Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	1. Setting of standards. Time management and resourcefulness 2. Tell the pupils to listen attentively to the PowerPoint presentation. 3. Give them guide questions to be answered while having the powerpoint presentation a. What are the steps/procedures in designing a product? b. Describe the content of each step.	Now that you already know how to organize the steps or procedures in designing a product, it's about time for you to design your own product out of recyclable materials in making useful products. 1. Let the pupils bring out the copy of your template with answers A-E.

				4. Let the pupils jot down important details and be able to ask questions regarding the slides presented so that the teacher can tell whether the pupils are listening attentively of not. 5. Using the sample template, discuss the content of each procedure through brainstorming, question and answer and show and tell.	
E. Discussing new concepts and practicing new skills #2	1. Discuss group outputs. Let each group present their work in class.	1. What local recyclable materials did you consider on your list? 2. Why are these material common to your place? 3. Can these materials be turned or made to other useful products? How? 4. Do you think is it possible to turn these trash to cash? How?		Planning The pupils should do the planning with the teacher as guide. Discuss the steps and procedure in designing a product by showing the sample template	1. Let the pupils explain their designed product 2. Let them enumerate the steps/procedure in making their designed product as written in the template. 3. Make revisions if necessary. 4. Teachers will check the content of the template
F.Developing Mastery	2. Give feedback on the results of the activity. How did you feel in doing the activity? What are the materials did you used to come up with an output? What did you do to have an output? How did you follow the procedures? What is the importance of recycling in the community?	1. Report the output by group. 2. Guided Questions: What local recyclable materials did you consider on your list? Why are these material common to your place? Can these materials be turned or made to other useful products? How? What other useful products can be made out of those materials aside from the one given or inferred Do you think is it possible to turn these trash to cash? How? Is recycling important/ Why?		Presentation of group work	
G.Finding Parctical application of concepts and skills in daily living	The pupils will go outside the classroom and look for materials that can be recycled.	Application Your family's business is bakery. You have observed that many			Group Activity: List down at least 5 products that can be made

	Identify materials that can be found inside the school premise. Complete the chart below and write what could you do out of those materials	flour sacks and lard containers are used. How are these materials can be recycled? Why is recycling very important? 3. Pinoy Henyo Play a game by guessing the recycle material			out of the following recyclable materials:
H.Making generalization and abstraction about the lesson	What are the local recyclable materials that can be found in the community? What other materials can we used in order to recycle?	Have pupils generalized by asking: What did you learn from the activity?	To get 100% involvement in waste management we should include the learners' participation. We may ask them to collect the materials and identify if they can use the 5Rs to manage them.	Ask the pupils to conclude the day's lesson by saying: The steps in designing a product are: 1. Project Objective 2. Title of the Product 3. Materials Needed 4. Time Needed to Finish the Product 5. Methodology/Procedure 6. Results and Discussion 7. Conclusion and Recommendation	Ask the pupils to complete the phrases below: 1. My product is_____ _____. 2. I feel _____ while designing the product. 3. I felt _____ after finishing the designed product
I.Evaluating learning	Directions: Complete the table below. Put a check mark (/) if the material is common in the community and (x) if not. Write the possible product if it will be recycled	Identify useful products that can be made out of the given recyclable materials. Write you answer opposite each. 1. empty milk box 2 . old junk food canister 3. lotion/shampoo bottle 4. old newspaper/magazine 5. disposable plastic glass	Use your pictograph to answer the questions: 1. What are the kinds of waste materials that you have collected? 2. What is the most numbered materials have you collected? 3. What is the least numbered materials have you collected? 4. Which of these materials are not found in your community? 5. What do you usually do with the materials that you have collected?	Directions: Read each item and choose the correct step in designing a product being described by each statement. Choose the answer from the word bank.	Write 2 products that can be made out of recyclable solid materials such as plastic, paper, metal, glass, metals and cartons
J.additional activities for application or remediation	Observe the materials at your home. List down at least five (5) items that need to be recycle. Opposite the item, write the way how you could recycle it.	1. Observe common recyclable materials you have at home/ community. Infer other products that can be formed out of these. Record them. 2. Write a three to five sentence paragraph about the topic- cash for every trash. Give your own title of the paragraph	Think of useful product that you make out of local recyclable materials. Draw your design, write the steps and the materials to be used even the expenses.	1. Think of something you need for a project. Collect the materials you need. 2. Copy the template and fill up A-E. State your product objective	Collect and bring the materials you will be needing in constructing your designed product.

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	___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 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 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 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 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 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.
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	___ 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	___ 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	___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	___ 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. **___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	*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	*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	*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*	*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.

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