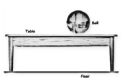
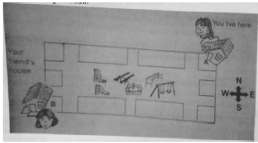


 GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	V
	Teacher:		Learning Area:	SCIENCE
	Teaching Dates and Time:	FEBRUARY 13 – 17, 2023 (WEEK 1)	Quarter:	3RD QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY																																																																																																																																							
I. OBJECTIVES																																																																																																																																												
A. Content Standards	The learners demonstrate understanding of motion in terms of distance and time																																																																																																																																											
B. Performance Standards	The learners should be able to propose an unusual tool or device using electromagnet that is useful for home school or community																																																																																																																																											
C. Learning Competencies/ Objectives	Identify types of motion S5FE-IIIa-1 PP 79	Enumerate factors affecting motion of objects. S5FE-IIIa-1 PP 79	Give example of standard units in measuring time and distance of objects in motion. S5FE-IIIa-1 PP 79	Identify appropriate measuring tools in measuring time and distance of objects in motion. S5FE-IIIa-1 PP 79	Use different measuring tools and standard units in measuring time and Distance of objects in motion S5FE-IIIa-1 PP 79																																																																																																																																							
II. CONTENT	MOTION (S5FE-IIIa-1)																																																																																																																																											
III. LEARNING RESOURCES																																																																																																																																												
A. References																																																																																																																																												
1. Teacher's Guide pages	Science Beyond Borders Teacher's Manual p.70																																																																																																																																											
2. Learners's Materials pages	Science Beyond Borders p.108		Sci-Bytes, Worktext in Science 5 pp. 242 – 243	Science for Active Minds 5 p. 205	The New Science Links p.223																																																																																																																																							
3. Textbook pages																																																																																																																																												
4. Additional materials from learning resource (LR) portal																																																																																																																																												
B. Other Learning Resource	Video presentation, pictures, worksheet, marker	manila paper, metacards, DLP, strips of paper	manila paper, metacards, DLP	manila paper, metacards. DLP	powerpoint, pictures, https://www.youtube.com/watch?v=rfeVINL7d9U																																																																																																																																							
IV. PROCEDURES																																																																																																																																												
A. Reviewing previous lesson or presenting the new lesson	What is energy? What are the two types of energy?	Activity: Let us Act! Inside the mystery box the pupil will act what is written in a strip of paper. 1. kick a ball 2. hit a marble with a ruler 3. blow the paper 4. flick a coin with your finger 5. pull the chair What did pupil 1 do? What did he/she apply to the ball? How about pupil #2, what did he/she do? What did he/she apply to the marble? to the paper? to the coin? to the chair?	Write the word TRUE if the statement correct and FALSE if it is not. 1. Force is pull only 2. Rolling, sliding and static are kinds of friction 3. Motion is the change in an object's position	Directions: Supply the missing word to complete the following sentences. 1. The unit for measuring distance is _____ or _____. 2. The unit for measuring time is _____ or _____. 3. The rate of motion or the rate of change in position is called _____.																																																																																																																																								
B. Establishing a purpose for the lesson	Balance a ball on the table.  Is the ball moving? How could we be able to move the ball? What do we need to do?	Activity: Let's Compare! Procedure: 1. Call a small boy and a big boy in class. 2. Ask them to push the teacher's table one at a time in 10 seconds Ask: Who do you think was able to push the table farther? Who exerted less effort/force to pull? Does the size of the body affect the force to be exerted to push the table? Prove your answer.	Activity: Word Hunt! Look for the word about measuring units. Encircle each one. <table border="1"><tr><td>A</td><td>V</td><td>B</td><td>S</td><td>F</td><td>G</td><td>H</td><td>O</td><td>U</td><td>R</td><td>K</td><td>L</td><td>M</td><td>B</td><td>N</td></tr><tr><td>F</td><td>S</td><td>E</td><td>C</td><td>O</td><td>N</td><td>D</td><td>L</td><td>H</td><td>J</td><td>U</td><td>K</td><td>O</td><td>N</td><td>M</td></tr><tr><td>A</td><td>D</td><td>R</td><td>E</td><td>Q</td><td>W</td><td>Y</td><td>T</td><td>G</td><td>H</td><td>N</td><td>K</td><td>T</td><td>L</td><td>W</td></tr><tr><td>Q</td><td>W</td><td>F</td><td>G</td><td>T</td><td>Y</td><td>U</td><td>I</td><td>R</td><td>S</td><td>S</td><td>T</td><td>I</td><td>B</td><td>M</td></tr><tr><td>S</td><td>F</td><td>H</td><td>G</td><td>C</td><td>M</td><td>E</td><td>T</td><td>E</td><td>R</td><td>B</td><td>Q</td><td>O</td><td>C</td><td>A</td></tr><tr><td>P</td><td>V</td><td>D</td><td>I</td><td>S</td><td>T</td><td>A</td><td>N</td><td>C</td><td>E</td><td>S</td><td>S</td><td>N</td><td>F</td><td>T</td></tr><tr><td>E</td><td>F</td><td>S</td><td>G</td><td>K</td><td>Q</td><td>L</td><td>G</td><td>R</td><td>E</td><td>D</td><td>S</td><td>G</td><td>N</td><td>I</td></tr><tr><td>E</td><td>G</td><td>F</td><td>F</td><td>Q</td><td>M</td><td>I</td><td>L</td><td>E</td><td>C</td><td>B</td><td>N</td><td>T</td><td>S</td><td>M</td></tr><tr><td>D</td><td>T</td><td>K</td><td>I</td><td>L</td><td>O</td><td>G</td><td>R</td><td>A</td><td>M</td><td>L</td><td>P</td><td>A</td><td>S</td><td>E</td></tr></table>	A	V	B	S	F	G	H	O	U	R	K	L	M	B	N	F	S	E	C	O	N	D	L	H	J	U	K	O	N	M	A	D	R	E	Q	W	Y	T	G	H	N	K	T	L	W	Q	W	F	G	T	Y	U	I	R	S	S	T	I	B	M	S	F	H	G	C	M	E	T	E	R	B	Q	O	C	A	P	V	D	I	S	T	A	N	C	E	S	S	N	F	T	E	F	S	G	K	Q	L	G	R	E	D	S	G	N	I	E	G	F	F	Q	M	I	L	E	C	B	N	T	S	M	D	T	K	I	L	O	G	R	A	M	L	P	A	S	E	Activity: Gallery Walk! List some locations that are about 1km from our school. How long do you think it would take you to walk a km? Go around and compare your answers with your classmates.	Identify each picture and tell in what way each one is used. 
A	V	B	S	F	G	H	O	U	R	K	L	M	B	N																																																																																																																														
F	S	E	C	O	N	D	L	H	J	U	K	O	N	M																																																																																																																														
A	D	R	E	Q	W	Y	T	G	H	N	K	T	L	W																																																																																																																														
Q	W	F	G	T	Y	U	I	R	S	S	T	I	B	M																																																																																																																														
S	F	H	G	C	M	E	T	E	R	B	Q	O	C	A																																																																																																																														
P	V	D	I	S	T	A	N	C	E	S	S	N	F	T																																																																																																																														
E	F	S	G	K	Q	L	G	R	E	D	S	G	N	I																																																																																																																														
E	G	F	F	Q	M	I	L	E	C	B	N	T	S	M																																																																																																																														
D	T	K	I	L	O	G	R	A	M	L	P	A	S	E																																																																																																																														

C. Presenting examples/ instances of the new lesson	I. Problem: What are the different types of motion? II. Materials: video about the types of motion III. Procedure: 1. Watch and listen to the video presentation. 2. Write down important details about the topic presented in the video. IV. Data Presentation <table><tr><th>Types of Motion</th><th>Description</th></tr><tr><td> </td><td> </td></tr></table> V. Conclusion I learned that _____	Types of Motion	Description			Group Activity: "Just for Fun?" I. Problem: What are the factors affecting motion of objects? II. Materials: three identical small toy cars III. Procedure: 1. Do this activity with five groups. 2. Follow the rules. 3. Play the game fairly. Have fun! IV. Observation Questions: How did you find the activity? Was it easy to blow the car up to the finish line? What strategies did your group apply in order to win? Did the body built of the group members help the group to win? V. Conclusion: I learned that _____ I therefore conclude that _____	Activity Proper: Let's Investigate! How Fast can It Go! Form groups with 6 members each. I. Problem: What are the standard units in measuring time and distance of objects in motion? II. Materials: Science books for research, manila paper, pencil, two thick books, pentel pen/markers, stopwatch, meter stick, ruler III. Procedure: 1. Organize your group and choose a leader. 2. The leader will assign roles of each group according to members preference and assigns other members for their specific roles. <table><tr><td>The Leader</td><td>The Recorder</td></tr><tr><td>The Summarizer</td><td>The Presenter</td></tr><tr><td>The Time-Keeper</td><td>The Errand Monitor</td></tr></table> 3. Assign the Recorder with the help of other members to fill out the data table. <table><tr><th>Length (cm)</th><th>Time</th><th>Speed (distance/time)</th></tr><tr><td> </td><td> </td><td> </td></tr></table> 4. members _____ Have other note down. 5. Share ideas on how to answer the problem/question. Talk about your research work to come up with a presentation. 6. Prepare for a group presentation.	The Leader	The Recorder	The Summarizer	The Presenter	The Time-Keeper	The Errand Monitor	Length (cm)	Time	Speed (distance/time)				Let us do some measurements to see what exactly we need to do when we need measure distances or lengths. Approach: Inquiry-Based Activity: AICDR (Ask, Investigate, Create, Discuss, Reflect) Objective: Measure the distance, the time and the speed of a marble I. Problem: What is needed to get an accurate measurement of distance? II. Materials: table or desk in the classroom string III. Procedure: Part I 1. Form groups with 6 members each. 2. Using your foot as a unit of length, measure the length and the width of the classroom. It is possible that while measuring these, you may find some remaining unmeasured because they are smaller than your foot. 3. Use a string to measure the length of a part of your foot as you did before. Record your observation in Table 1 Part II 1. This time use your hand span as a unit to measure the width of a table or a desk in the classroom. 2. You may also find that you need a string with the length equal to your hand span and fractions of this string's length to make the measurement. Record your observation in Table 2. IV. What have you found out? Table 1: Length and Width of the Classroom <table><tr><th>Name of Pupil</th><th>Length of the Classroom</th><th>Width of the Classroom</th></tr><tr><td> </td><td> </td><td> </td></tr></table> Table 2: Width of a Table or Desk <table><tr><th>Name of Pupil</th><th>Number of Hand Spans</th></tr><tr><td> </td><td> </td></tr><tr><td> </td><td> </td></tr></table> Questions: 1. Are all the measurements for the room recorded in Tables 1 and 2 using a human's foot as a unit of measurement equal? Explain your answer. 2. Is everybody's measurement by hand span the same? Explain your answer. V. Conclusion What is needed so that the measurement does not change from person to person? _____	Name of Pupil	Length of the Classroom	Width of the Classroom				Name of Pupil	Number of Hand Spans					Activity Proper: Let us Travel! I. Problem: How is the speed of objects in motion measured? II. Materials: Manila paper, meter stick, two bottle filled with water, timer, three Model pupils III. Procedure: 1. Look for a place outside the classroom where you can walk for more than 10 meters from one point to another. 2. Mark the empty bottles as A and B to be used as your reference points. Assign three pupils who can walk from starting point to the 10 – meter point, a time keeper, and as an observer. 3. Put bottle A at the starting point and measure up to 10 meters. Put bottle B at the 10-meter point. Observe reference points that you can use to observe that the model pupil is in motion. 4. Let the model pupil #1 walk in normal pace from bottle A towards bottle B while the timekeeper takes note of the time in seconds. Record the number of seconds that the model has walked from bottle A to bottle B. 5. Let the model pupil # 2 do step 4 and record the number of seconds. 6. Let the model pupil # 3 do step 4 and record the number of seconds. IV. Observations Fill up the table below to show your observations Look at the formula below $\text{Speed} = \frac{\text{distance}}{\text{Time}} \qquad \text{Average speed} = \frac{\text{Avg. distance}}{\text{Avg. time}}$ <table><tr><th>Model Pupils</th><th>Distance (meters)</th><th>Time (seconds)</th><th>Speed (m/s) meter per second</th></tr><tr><td>1</td><td> </td><td> </td><td> </td></tr><tr><td>2</td><td> </td><td> </td><td> </td></tr><tr><td>3</td><td> </td><td> </td><td> </td></tr><tr><td> </td><td>Avg. Distance</td><td>Avg. Time</td><td>Avg. Speed</td></tr></table> V. Questions: Who among the pupils walked the fastest? Who among the model pupils walked the slowest? What is the average distance walked by the models? What is the average time spent in walking? What is the average speed of the motion? How did you determine the average speed? V. Conclusion I learned that _____ I therefore conclude that _____	Model Pupils	Distance (meters)	Time (seconds)	Speed (m/s) meter per second	1				2				3					Avg. Distance	Avg. Time	Avg. Speed
Types of Motion	Description																																																				
The Leader	The Recorder																																																				
The Summarizer	The Presenter																																																				
The Time-Keeper	The Errand Monitor																																																				
Length (cm)	Time	Speed (distance/time)																																																			
Name of Pupil	Length of the Classroom	Width of the Classroom																																																			
Name of Pupil	Number of Hand Spans																																																				
Model Pupils	Distance (meters)	Time (seconds)	Speed (m/s) meter per second																																																		
1																																																					
2																																																					
3																																																					
	Avg. Distance	Avg. Time	Avg. Speed																																																		
D. Discussing new concepts and practicing new skills #1	1. Peer sharing of answers 2. Checking of worksheets 3. Verifying the results by replaying the video and pause in each type of motion	1. Group reporting/Presentation of the output 2. Sharing of results of the activity	1. Group reporting/Presentation of the output 2. Sharing of results of the activity	1. Group reporting/Presentation of the output 2. Sharing of results of the activity	1. Peer sharing of answers 2. Group reporting																																																
E. Discussing new concepts and practicing new skills #2	The teacher leads the pupils to summarize their answers in the table <table><tr><th>Types of Motion</th><th>Description</th></tr><tr><td>1. rectilinear motion</td><td>Movement of an object along a straight line</td></tr><tr><td>2. circular motion</td><td>Object moves around a fixed point such that its distance from the center remains the same</td></tr><tr><td>3. periodic motion</td><td>Motion that repeats itself after definite time intervals</td></tr><tr><td>4. Rolling motion</td><td>Combination of rectilinear motion and circular motion</td></tr></table>	Types of Motion	Description	1. rectilinear motion	Movement of an object along a straight line	2. circular motion	Object moves around a fixed point such that its distance from the center remains the same	3. periodic motion	Motion that repeats itself after definite time intervals	4. Rolling motion	Combination of rectilinear motion and circular motion				Paired Activity <table><tr><th>Vehicle</th><th>Distance</th><th>Time</th><th>Direction</th><th>Speed (km/h)</th></tr><tr><td>Jeepney</td><td>80km</td><td>4 hrs</td><td>North Fairview</td><td> </td></tr><tr><td>Van</td><td>140 km</td><td>2 hrs</td><td>North Luzon Expressway</td><td> </td></tr><tr><td>Car</td><td>180 km</td><td>3 hrs</td><td>South Luzon Expressway</td><td> </td></tr></table> Which vehicle traveled the fastest? _____ What is the speed? _____ Which vehicle traveled the slowest? _____ What is the speed? _____	Vehicle	Distance	Time	Direction	Speed (km/h)	Jeepney	80km	4 hrs	North Fairview		Van	140 km	2 hrs	North Luzon Expressway		Car	180 km	3 hrs	South Luzon Expressway																			
Types of Motion	Description																																																				
1. rectilinear motion	Movement of an object along a straight line																																																				
2. circular motion	Object moves around a fixed point such that its distance from the center remains the same																																																				
3. periodic motion	Motion that repeats itself after definite time intervals																																																				
4. Rolling motion	Combination of rectilinear motion and circular motion																																																				
Vehicle	Distance	Time	Direction	Speed (km/h)																																																	
Jeepney	80km	4 hrs	North Fairview																																																		
Van	140 km	2 hrs	North Luzon Expressway																																																		
Car	180 km	3 hrs	South Luzon Expressway																																																		
F. Developing Mastery		Activity: Let's Investigate! I. Problem: How do forces affect motion? II. Materials: coin, feather, meter stick III. Procedure: 1. Get a coin. Throw the coin upward and let it fall to the ground. Observe what happens. 2. Slide the coin on the floor. Infer why the coin slows down and stops. 3. Prepare a feather and a coin. Hold the feather and the coin 2 meters above the floor or ground. Observe which one will reach the ground first if you drop the feather and the coin at the same time. IV. Observation: 1. Which object reached the ground first? 2. What kind of force causes the coin to fall to the ground? Describe it. 3. Why did the coin rolling on the floor slow down and stop? 4. What kind of force opposes the motion of the feather. V. Conclusion: _____ _____	Brain Buster! Directions: Answer the questions quickly. 1. A change in position with relevance to a reference point is called _____ 2. To find the speed of an object, you need to know _____ and time. 3. The length of time that passes from one event to another is _____. 4. When the speed of an object does not change, the speed is said to be _____ 5. To determine the distance travelled by an object, the speed is _____ by the time.	Answer the following questions briefly. 1. Why can't a pace or a footstep be used as a standard unit of length? 2. Why can't you use an elastic measuring tape to measure the distance?	Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more																																																

G. Finding Practical application of concepts and skills in daily living	Have students demonstrate indoor activities. Let them identify the type of motion present in each activity	Friction is useful and sometimes harmful. In human, friction in Relationship means disagreements, quarrels, or misunderstanding. Can you reduce friction among family members and friends?	Study the diagram below. Answer the guide questions. 	When did you take the trip? Where did you go? How long did the trip take?	What do you think might happen if the speed the car is very fast? very slow?
H. Making generalization and abstraction about the lesson	What are the types of motion? Children will enumerate their output. Expected answers: 1. Rectilinear Motion – the movement of the object along a straight line. 2. Circular Motion – object moves around a fixed point such that its distance from the center remains the same 3. Periodic Motion – motion that repeats itself after definite time intervals 4. Rolling Motion – combination of rectilinear motion and circular motion.	What are the factors affecting motion of objects? A force is a push or a pull. Gravity and friction are the factors affecting motion. Kinds of friction are rolling, sliding and static.	What did you learn today? What are the examples of standard units in measuring time and distance of objects in motion?	What are the measuring tools in measuring time and distance of the motion of an object?	Background information for the Teacher The speed of any object in motion is the rate at which the object moves. In order to find the speed, you have to answer two basic question: "How far does the object move?" and "How long does the object move?" Speed depends on the distance traveled and the length of time traveled. A meter or a kilometer is used to measure the distance. More often, the meter is used for measuring short distances while a kilometer is used for measuring long distances like those on the roads.
I. Evaluating learning	Identify the types of motion in each activity. 1. walking 2. writing on the blackboard 3. earth moving around the sun 4. ball moving on a ground 5. players playing on a football ground	Directions: Write T if the sentence is True and F if the statement is False. 1. You can tell if an object moved even without a reference point. 2. An object is said to have moved if it changed its position. 3. Motion takes place over time. 4. Position and motion can make sense even without a frame of reference. 5. The actual position of an object from a reference point is changed.	Directions: Encircle the letter of the correct answer. 1. Which of the following is a measure of speed? A. km B. min C. m/s D. cm 2. Which is an ideal reference point? A. a colored object B. a nonmoving landmark C. a person running D. a cloud in the sky 3. Riza is walking along a sidewalk. Which of the following sentences is true. A. Riza is moving with respect to the building at the corner? B. Riza is moving with respect to another person who is walking beside her. C. Riza is not moving with respect to the sidewalk. D. Riza is not moving with respect to the sun. 4. What is elapsed time? A. It is the time from sun up to sun down. B. It is the time between two specific events. C. It is the final recorded time. D. It is the initial recorded time. 5. A biker covers a distance of 150 km in five hours. What is the biker's speed? A. 15km/h B. 30 km/h C. 45 km/h D. 60 km/h	Directions: Write T if the statement is True and F if it is False. 1. Acceleration can't take place without a force. 2. The acceleration is less when the mass of the object is greater. 3. The acceleration is greater when the force is greater. 4. The acceleration is lesser when the force is greater. 5. When the force is applied to an object, the object accelerates in the Applied force.	Directions: Read and analyze each sentence. Circle the letter of the correct answer. 1. Which of the following shows a fast speed? A. 5m/s B. 4 m/s C. 2 k/h D. 1km/h 2. What is the speed of a ball that moves to about 10 meters in 2 seconds? A. 20 m/s B. 5 m/s C. 1 m/s D. 50 m/s 3. Which of the following shows the slowest velocity? A. 20 km/h north C. 10 km/h south B. 5 km/h north D. 50 km/h south 4. What is the basic unit for measuring time A. hour B. minute C. second D. month 5. What is the basic unit for measuring distance? A. hour B. minute C. second D. month
J. Additional activities for application or remediation	Make a design of an amusement park with at least four different rides. For each ride include the different types of motion. Write a reflection on how the amusement park highlights the material discussed in the lesson.	Make a journal about factors affecting motion.	From the school gate, create two paths between two points going to our room. Measure the length of one of your steps, and then walk these paths. Count the number of steps you take and record the time it takes you to walk each path. 1. Which path is shorter? How long is this path in meters? 2. Calculate your speed for the shorter path in m/s. 3. Draw the distance-time graph of your motion for this path.	Interview someone at home about the longest trip he/she has taken. Write a report about the person's trip. Use the sample questions below: When you take the trip? Where did you go? How long did the trip take? What interesting or unusual things did you see or do? How far did you travel?	Choose a vacation spot that you would like to visit on a road trip. Use a road map to plot your route. Determine the distance and driving time based on traveling with an average speed of 90 km/h. Prepare a poster with pictures and route information.
V. REMARKS					
VI. REFLECTION					
A. No. of learners who earned 80% in the evaluation					
B. No.of learners who require additional activities for remediation					
C. Did the remedial work? No.of learners who have caught up with the lesson					

<i>D. No. of learners who continue to require remediation</i>					
<i>E. Which of my teaching strategies worked well? Why did these work?</i>					
<i>F. What difficulties did I encounter which my principal or supervisor can help me solve?</i>					
<i>G. What innovation or localized materials did I use/discover which I wish to share with other teachers?</i>					