




**GRADES 1 to 10
DAILY LESSON LOG**

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| School: | Visit DepEdResources.com for More | Grade Level: | V |
| Teacher: | File Created by Sir REYNALDO M. GARRIEL | Learning Area: | SCIENCE |
| Teaching Dates and Time: | AUGUST 5 - 9, 2024 (WEEK 2) | Quarter: | 1 ST QUARTER |

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|--|---|---|--|---|----------------------|
| I. Objectives | Describe the properties of materials as to chemical reactivity. | Classify materials according to properties. | | Relate the properties of materials to their uses. | First Summative Test |
| A. Content Standards | The learners demonstrate understanding of properties of materials whether they are useful or harmful. | | | | |
| B. Performance Standards | Uses local, recyclable solid and/or liquid materials in making useful products. | | | | |
| C. Learning Competencies | Use the properties of materials whether they are useful or harmful. | | | | |
| II. Content | | 1. Properties | 1.1 Useful and harmful materials | | |
| III. Learning Resources | | | | | |
| A. References | | Curriculum Guide for Grade 5 S5MT-Ia-b-1 Cyber Science Work Text in Science 5, Nicetas G. Valencia et.al., p.8 | Curriculum Guide S5MT-Ia-b-1 Cyber Science Work text in Science and Technology 5, Nicetas G. Valencia et.al., pp. 6-8 Science Works 5, Myla Corazon S. Casinillo, pp. 167, 171-172 | Curriculum Guide S5MT-Ia-b-1 Science and Health in Today's Environment 5, Carol A. Cruz, et.al., pp. 203-205 Science Works Grade 5, Myla Corazon S. Casinillo, pp.165-167 | Quiz notebook |
| 1. Teacher's Guide Pages | | | | | |
| 2. Learner's Materials Pages | | | | | |
| 3. Textbook Pages | | | | | |
| 4. Additional Materials from Learning Resources (LR) Portal | | | | | |
| B. Other Learning Resources | | activity sheet, capsule guide chart, metacards, kalburo, 20 mL of water, basin, vinegar, baking soda, beaker or glass | envelope, meta crds which indicates the different materials according to properties, glue, pentel pen, manila paper or cartolina | Strips of papers with words written on them Power point presentation Meta cards | |
| IV. Procedures | | | | | |
| A. Review Previous Lessons | | Mix and Match | "What's the Word? That's the Word!" wherein teacher can | Let's Play "Are You My Leader?" a. Have three volunteers to act as the Mothers: Mother Solubility, Mother Viscosity and Mother Chemical Reactivity. | Giving reminders |

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| | | | present it through PowerPoint Presentation or through jumbled letters inside the pocket chart. | | |
| B. Establishing purpose for the Lesson | | Classify the following household materials into: For home maintenance etc. | Gather the materials needed for the activity. Divide the materials equally to each group. | Prepare another group of player for another activity entitled, Back to-Back; Face-to-Face. a. The pupils will look for their partners. b. Through a PowerPoint presentation, the teacher will flash five situations/statements. c. Before the teacher reads each question, she will instruct the pair to do Back-to-Back . | |
| C. Presenting examples /instances of the new lessons | | Describe the property of materials as to how they react and produce new material. | Group the pupils into small groups. Set norms to follow during the group work. | | Test proper |
| D. Discussing new concepts and practicing new skills #1. | | Activity Proper (Group Activity) | Activity Proper (Group Activity) | Activity Proper (Group Activity) | |
| E. Discussing new concepts & practicing new skills #2 | | Group reporting and presentation. | Group reporting and presentation. | Group reporting and presentation. | |
| F. Developing Mastery (Leads to Formative Assessment 3) | | 1. What are the two materials/substances involved in this activity? 2. How did kalburo react to water? | <i>Based on the activity what are the materials which can be classified as hard and brittle etc. soluble? How about materials as viscosity? and properties of materials that showed chemical reactivity?</i> | Why is it important for you to be familiar with the different properties of materials? | |
| G. Finding Practical Applications of concepts and skills in daily living | | How do you describe the chemical reactivity of materials? What are the effects of chemical reaction in the environment? Test your talents. Group 1 – Young actors/actresses. Present a short role play | The teacher will show a picture of a mother and child cooking.  the picture? | | |

| | | about the useful effect of chemical reaction in materials. | <i>What food do you usually eat using syrup or combined syrup to make it delicious?</i> Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more | | | | | | | | | | | | | | | | | | | | |
|---|----------|--|---|---|-------------------|----------|------|--------|--|--|-------|--|--|----------|--|--|-------|--|--|---------|--|--|--|
| H. Making Generalizations & Abstractions about the lessons | | Describe the chemical reactivity of materials by giving the product that will be produced when two materials were combined. 1. Iron with oxygen and moisture in the air. (rust) | <i>How can we classify different properties?</i> <i>What are the different properties of the materials?</i> | What property of material does each object show? | | | | | | | | | | | | | | | | | | | |
| I. Evaluating Learning | | Gather information about chemical reactivity of materials. List down some products brought by chemical reactions. | Classify the following materials into its property. Write the correct answer. 1.conditioner | Relate the property and uses of the materials by completing the table below. <table border="1" data-bbox="1654 688 1996 984"> <thead> <tr> <th>NAME OF MATERIALS</th> <th>PROPERTY</th> <th>USES</th> </tr> </thead> <tbody> <tr> <td>Sponge</td> <td></td> <td></td> </tr> <tr> <td>Stone</td> <td></td> <td></td> </tr> <tr> <td>Raincoat</td> <td></td> <td></td> </tr> <tr> <td>Capiz</td> <td></td> <td></td> </tr> <tr> <td>bagoong</td> <td></td> <td></td> </tr> </tbody> </table> | NAME OF MATERIALS | PROPERTY | USES | Sponge | | | Stone | | | Raincoat | | | Capiz | | | bagoong | | | |
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| bagoong | | | | | | | | | | | | | | | | | | | | | | | |
| J. Additional activities for application or remediation | | | Enumerate five examples of the different properties by writing it on the table below. | 1. Look for five materials found at home. 2. Draw the material on the first column, write their properties on the second column and their uses on the third column. Use the following template below | | | | | | | | | | | | | | | | | | | |
| V. Remarks | | | | | | | | | | | | | | | | | | | | | | | |
| VI. Reflection | | | | | | | | | | | | | | | | | | | | | | | |
| A. No.of learners who earned 80% in the evaluation | | | | | | | | | | | | | | | | | | | | | | | |

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| B. No.of learners who requires additional acts.for remediation who scored below 80% | | | | | |
| C. Did the remedial lessons work? No.of learners who caught up with the lessons | | | | | |
| D. No.of learners who continue to require remediation | | | | | |
| E. Which of my teaching strategies worked well? Why did this work? | | | | | |
| F. What difficulties did I encounter which my principal/supervisor can help me solve? | | | | | |
| G. What innovations or localized materials did I used/discover which I wish to share with other teachers? | | | | | |