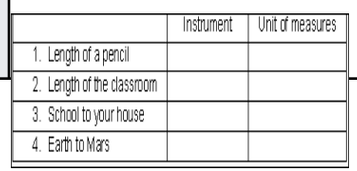
GRADES 1 to 12 DAILY LESSON LOG	School:	Visit DepEdResources.com for More	Grade Level:	V
	Teacher:	File Created by Ma'am EDNALYN D. MACARAIG	Learning Area:	SCIENCE
	Teaching Dates and Time:	FEBRUARY 5 – 9, 2024 (WEEK 2)	Quarter:	3RD QUARTER

	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	"The learners should be able to discuss the importance of using appropriate tools and standard unit S5FE-IIIa-1"	The learners should be able to describe the motion of an object by tracing and measuring its change in position (distance travelled) over a period of time S5FE-IIIa-1	The learners should be able to explain how to compute for speed of an object S5FE-IIIa-1	The learners should be able to illustrate the motion of an object S5FE-IIIa-1	
II.CONTENT	Measuring time and distance using standard units	Motion: Measuring time and distance using standards units	Motion: Measuring time and distance using standards units	Motion: Measuring time and distance using standards units	
III.LEARNING RESOURCES					
A.References					
1.Teacher's Guide pages	CG p.				
2.Learners's Materials pages					
3.Textbook pages	"The New Science Links 5 pp. 207 – 220 e. Cyber Science 5 pp. 223 – 225"	Cyber Science Worktext in Science and Technology 5, Nicetas G. Valencia et. al., pp. 216 – 220	Cyber Science Worktext in Science and Technology 5, Nicetas G. Valencia et. al., pp. 223 – 226	Cyber Science Worktext in Science and Technology 5, Nicetas G. Valencia et. al., pp. 218 - 220	
4.Additional materials from learning resource (LR) portal		https://www.youtube.com/watch?v=rfeVlNL7d9U	https://www.youtube.com/watch?v=_nAKwhZyXnw	https://www.youtube.com/watch?v=HcmL4RVAi1I https://www.youtube.com/watch?v=rfeVlNL7d9U	
B.Other Learning Resource	activity sheet, chart, powerpoint presentation	Chart, activity sheet, pictures, PowerPoint presentation, laptop	Video presentation, activity sheet, chart, PowerPoint presentation, laptop	activity sheet, video presentation, PowerPoint presentation, laptop	
IV.PROCEDURES					
A.Reviewing previous lesson or presenting the new lesson	Complete the table by writing the appropriate measuring tools and unit of measures to measure the following objects 	Write the word FACT if the statement is correct and word BLUFF if it is incorrect. 6. Kilogram is the standard of unit for weight. 7. Using the proper measuring instruments give exact	Write True if the concept is correct and False if it is wrong. 1. Objects need force to be in motion. 2. Objects in motion always change in position. 3. Anything that stays stationary	Inside the mystery box are problems about speed .Pupil will pick one and they will solve it on the board. 4. A car can travel 50 meters in 10 seconds. What is its average speed.	Review previous lesson

		measurement. 8. Centimeter is used for measuring short distances. 9. The SI unit is accepted all over the word.	can be used as reference point. 4. A reference point can tell if an object moves. 5. A reference point must move along with the object in motion. 6. Motion refers to the changing position of an object	5. If a cyclist travels 30 kilometers in two hours, the average speed is 6. A car travels 240 kilometers for 6 hours. What is the speed? 7. A bird flies towards North Luzon at 72 meters for 8 seconds. What is the speed of the bird?	
B.Establishing a purpose for the lesson	The teacher will call the shortest and the tallest pupils in the class and will let them to measure the length of a piece of wood using their body parts. The teacher will record the measurement on the board. How will you describe the measurement of the two pupils? Why do you think their measurements vary? What shall we do to obtain accurate measurement?	A video presentation: https://www.youtube.com/watch?v=rfeVlNL7d9U What have you seen in the video presented? What is motion?	A video presentation https://www.youtube.com/watch?v=_nAKwhZyXnw What can you say about the video? What is speed? How do we calculate the speed of an object? Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	Establishing a purpose for the lesson A video presentation https://www.youtube.com/watch?v=HcmL4RVAi1I What have you observed in the video presented? What are the kinds of motion? How do they differ? How will you illustrate each kind of motion?	
C.Presenting Examples/ instances of the new lesson	Collaborative approach Group Activity: Explain me! I. Problem: Discuss the importance of using appropriate measuring tools and standard units V. Materials: Activity sheet VI. Procedure: 3. List down on the table the advantages of using appropriate measuring tools and unit of measures 4. Data and Observation	Collaborative Approach (TDAR) Group Activity: Let's Move It VI. Problem: Describe the motion of an object VII. Materials: Stop watch, bag, Toy car VIII. Procedures: 1. From the starting point, push the car so that it travels certain distance. 2. Measure and record the distance it travels. 3. From the reference position, push your bag to the right. Record the distance it travelled for 10 seconds. 4. Drop the books for at least one meter. Record the time it reaches the floor 5. Pull your chair sideward. Observe	Group Activity (Inquiry based): "Let's Measure and Compute" VI. Problem: How is the speed of an objects in motion measured? VII. Materials: meter stick, two bottle filled with water, timer,3 model pupils VIII. Procedure: 2. Look for a place outside the classroom where you can walk for more than 10 meters from one point to another. 3. Mark the empty bottles as A and B to be used as your reference points. 4. Assign three pupils who can walk from starting point to the 10	Collaborative approach Group Activity: "Let's Draw it" VI. Problem: Draw the motion of objects VII. Materials: manila paper, pencil, crayon VIII. Procedure: 6. Work in groups with five to six members. Observe the pictures and illustrate the motion of the objects shown in each picture.	Direction: Read each item carefully then choose the letter of the correct answer. 1. A duck flies 60 meters in 10 seconds. What is the duck's speed? A. 600 m/s C. 6 m/s B. 50 m/s D. 70 m/s 2. A beetle crawls 2 cm/minute for ten minutes. How far did it crawl? A. 8 centimeters C. 20 centimeters B. 5 centimeters D. 30 centimeters 3. A force is described as... A. A push only C. A push or a pull B. A pull only D. none of the above

		what happens? IX. Data and Observation Questions: 1. What happened to the car? bag? 2. How long does it take the book to reach the floor? 3. What is the distance travelled by the bag for 10 seconds? 4. What did you apply to make the objects move? 5. When do we say that the object is moving? 6. What is motion? X. Conclusion:	– meter point. 5. 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 the model pupil is in motion. 6. Let the model pupil # 1 walk in normal pace from bottle A towards bottle B while the timekeeper take note of the time in seconds. Record the number of seconds that the model has walked from bottle A to bottle B. 7. Let the model pupil # 2 and 3 do step 5 and record the number of seconds. IX. Data and Observation Questions: c. Who among the pupils walked the fastest? Slowest? d. What is the average distance walked by the models? e. What is the average time spent un walking? f. What is the average speed of the motion? g. How did you determine the speed? Average speed? h. What units are used to express the speed of an object in motion?		4. The basic SI unit of length is the _____. A. Meter C. inch B. Foot D. mile 5. A bicycle has an average speed of 2 m/s. This means ____. A. It can travel 4 meters in 2 seconds B. In 1 second, it travel 1 meter C. It takes 2 seconds to travel 1 meter D. It can travel 2 kilometers in one hour 6. A cyclist travels 40 km in 2 hours, what is his average speed? A. 80 km/h C. 20 km/h B. 60 km/h D. 10 km/h 7. What is the basic unit for measuring time? A. Hour C. second B. Minute D. month 8. Which of the following affects the motion of an object? A. Gravity C. force B. Friction D. all of the above 9. You want to measure how far is the distance of your school to the Brgy hall, what unit of measure is appropriate to us? A. cm B. km C. m D. mm 10. What causes the object that moves along a surface to slow down and eventually stop? A. friction C. gravity B. energy D. force 11. Which illustration does not shows object in motion A. C.

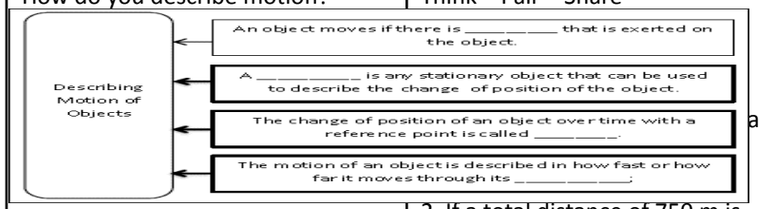
					B. D. 12. What is the basic unit for measuring distance? A. hour B . kilometer C. second D. milimeter 13. Which illustration shows the movement of the hula hoop around your body? A. C. B. D. 14. What is the formula for finding the speed of an object? A. Speed = distance/time C. speed = force /time B. Speed = work/ time D. speed = time/distance 15. You are racing a cart down the hallway. If you go 10 meters in 5 seconds, what is your speed? (Remember speed equals distance divided by time.) A. 2 meters per second C. 50 meters per second B. 2 miles per hour D. 5 meters per second 16. Why is it important to use appropriate instrument in measuring? A. It gives exact measurement. B. The measurements vary. C. Using nonstandard measuring instrument will give inaccurate measurement. D. Both a and c 17. What instrument will you use if you want to measure the length of your pencil? A. tape measure C. ruler B. meter stick D. zigzag rule 18. Force is measured in

					which units? A. degrees B. meter C. gram D. newton 19. Speed is the rate of motion and expresses as a measurement of distance moved during a period of time. Which of the following shows the correct unit of speed? A. meter C. meter per second B. kilometers per hour D. both B and c 20. Which of the following is the disadvantage/s of using nonstandard measuring instrument like body parts? A. Using measuring devices give precise and exact measurement. B. Using nonstandard measuring instrument will give inaccurate measurement. C. Standards of measurement help people process their data accurately. D. all of the above 21. Which of the following drawings are example of motion? A. C. B. D. all of the above 22. A car is sailing from the port. Compared to which reference point is the ship in motion? A. the sea C. the captain of the ship B. the port D. the cargo the ship carries 23. Riza is walking along a sidewalk. Which of the

					following sentence 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 24. A biker covers a distance of 150 km in five hours. What is the biker's speed? A. 15 km/h B. 30 km/h C. 45 km/h D. 60 km/h 25. Which is an ideal reference point? A. a colored object B. a non moving landmark C. a person running D. a cloud in the sky
D.Discussing new concepts and practicing new skills #1	Group Reporting / Presentation of the Output Sharing of results	Group Reporting / Presentation of the Output Sharing of results	Group Reporting / Presentation of the Output Sh	Group Reporting / Presentation of the Output	
E.Discussing new concepts and practicing new skills #2	2. Answer these questions: (Think – Pair – Share) a. Why do you think there is standard unit for measuring the length? distance? speed? time? b. What are the disadvantages of using non-standard unit of measures in getting the length, speed or distance travelled by an object? c. Why do you think elastic measuring tape cannot be used to measure the distance?	Study the pictures carefully. How do you know that the girl has already moved? Answer the following questions below 1. What objects in the surrounding can you use as reference point to tell that the girl has moved? 2. What made you think that the girl has moved? 3. Can you describe how the girl has changed her position from the gate of the house? 4. Using the vehicle as your reference point, where will the position of the girl be if she walked	St th		

Vehicle	Distance	Time	Speed (k/h)
Jeepney	80 km	4 hrs	

Vehicle	Distance	Time	Speed (k/h)
Jeepney	80 km	4 hrs	
Van	140km	2 hrs	
Car	180km	3 hrs	

		a few more steps? 5. What happens to the position of an object when there is motion?			
F.Developing Mastery	Direction: Write FACT if the statement is correct and BLUFF if it is incorrect. 6. Using measuring devices gives precise and exact measurement. 7. Using non-standard measuring instrument will give inaccurate measurement. 8. Standards of measurement help people process their data accurately. 9. The International System of Unit (SI Unit) is accepted only in the Philippines. 10. Kilometers is use to measure long distances.	How do you describe motion?  	Think – Pair – Share a 2. If a total distance of 750 m is covered in a time interval of 25 s,the average speed is _____?	Complete the table below Moving object | Illustration of Motion of the Object Pushing a table on a straight path Revolution of the Earth around the sun Movement of the swing in the plaza	
G.Finding Parctical application of concepts and skills in daily living					
H.Making generalization and abstraction about the lesson	Your teacher ask you to measure the distance of your classroom to the school canteen. What will you do? Why? What measuring tools and unit of measure will you use?	Why is the movement of an object important? Cite instances that show the importance of motion in our daily life.	Many accidents are happening on the streets like collision of vehicles with one another, why do you think this happen? How can we prevent this? Why is it important to drive safely and slowly?	Reflective approach What do you think life would be if the objects that tend to move stop moving? What will you do?	
I.Evaluating learning	Why is it important to use the right measuring devices and unit of measures? Explain your answer. (The pupils answer will be rated based on the rubrics below)	Direction: Put check (/) if the objects are in motion and cross(x) if not 1. Pulling a cart 2. Picture frame hanging on the wall 3. A boy running 4. Pushing a tree 5. A rolling ball	Choose the letter of the correct answer. Write the answer on your answer sheet. 1. What is the speed of the ball that moves to about 10 meters in 2 seconds? A. 5 m/s B. 20 m/s C. 1 m/s D. 50 m/s 2. Which is a unit of speed? A. m/s B. s C. kg D. hr 3. If you travel 80km in 2 hours, what was your average speed? A. 10 km/h B. 40 km/h C. 20 km/h D. 4 km/ h	Illustrate the motion of each of the following; 1. Car in a curved path 2. Rotating electric fan 3. Running cheetah 4. Pendulum of the clock Use Rubrics in scoring the finished illustration	

			4. Which of the following shows a fast speed? A. 5 m/s B. 4 m/s C. 2 km/h D. 1 km/h 5. If a person walked at 2 m/s for 12 s he/she would travel a distance of _____. A. 6 m B. 3 m C.4 m D. 24 m		
J.additional activities for application or remediation	Compose a song that will explain the importance of using appropriate measuring devices and unit of measures.	How do you know that you are in motion? Imagine that you are a member of the cycling team of your barangay. Show yourself in motion. Draw your reference points. Describe how you set yourself in motion.	Answer the question briefly 1. If sound travels at a speed of 330m/s and you hear a thunder 3 seconds after you see a lightning, what is the distance of the lightning? 2. Danny runs 8 kilometers in 1. 25 hours. What is Danny's average speed?	List down some materials at home that are moving then draw the motion of these materials.	
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 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.	___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.	___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.	___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	

	___Majority of the pupils finished their work on time. ___Some pupils did not finish their work on time due to unnecessary behavior.	___Some pupils did not finish their work on time due to unnecessary behavior.	___Majority of the pupils finished their work on time. ___Some pupils did not finish their work on time due to unnecessary behavior.	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. **___Text Representation**:	*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,	

	___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	**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	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	