| GRADES 1 to 10<br>DAILY LESSON LOG | School: | Visit DepEdResources.com for More | Grade Level: | V |
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| | Teacher: | | Learning Area: | SCIENCE |
| | Teaching Dates and Time: | AUGUST 12 - 16, 2024 (WEEK 3) | Quarter: | 1ST QUARTER |

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
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| **I. OBJECTIVES** | 1. Describe changes in materials under different conditions.<br>2. Cite the conditions/factors that bring about changes in materials. | | | | |
| **A. Content Standards** | 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. | | | | |
| **C. Learning Competencies/Objectives Write the LC code for each** | The learner uses local, recyclable solid and/ or liquid materials in making useful products.<br><br>S5MT – Ic – d – 4 | The learner uses local, recyclable solid and/ or liquid materials in making useful products.<br><br>S5MT – Ic – d – 4 | The learner uses local, recyclable solid and/ or liquid materials in making useful products.<br><br>S5MT – Ic – d – 4 | The learner uses local, recyclable solid and/ or liquid materials in making useful products.<br><br>S5MT – Ic – d – 4 | The learner uses local, recyclable solid and/ or liquid materials in making useful products.<br><br>S5MT – Ic – d – 4 |
| **II. CONTENT** | Changes that Materials Undergo (Chemical Change) | Changes that Materials Undergo (Chemical Change) | Changes that Materials Undergo Chemical Change) | Changes that Materials Undergo (Observing Chemical Change) | Changes that Materials Undergo (Observing Chemical Change) |
| **III. LEARNING RESOURCES** | Science for daily Use 5,TM and Textbook<br>Into The Future: Science and Health 5, TM and<br>Teacher's Guide, Developing Science Concepts Through Learning Activities 6,<br>Science Links, Rex bookstore by Evelyn Larisma, Jan Jason | | | | |
| **A. References** | Science for daily Use 5,TM and Textbook<br>Into The Future: Science and Health 5, TM and<br>Teacher's Guide, Developing Science Concepts Through Learning Activities 6,<br>Science Links, Rex bookstore by Evelyn Larisma, Jan Jason | Science for daily Use 5,TM and Textbook<br>Into The Future: Science and Health 5, TM and<br>Teacher's Guide, Developing Science Concepts Through Learning Activities 6,<br>Science Links, Rex bookstore by Evelyn Larisma, Jan Jason | Science for daily Use 5,TM and Textbook<br>Into The Future: Science and Health 5, TM and<br>Teacher's Guide, Developing Science Concepts Through Learning Activities 6,<br>Science Links, Rex bookstore by Evelyn Larisma, Jan Jason | Science in Our World 5, Vibal Pub. , Norma Abracia,Evelyn Sarte<br>Science and Health 5,SD Pub.,Carmelita Coronel | Science in Our World 5, Vibal Pub. , Norma Abracia,Evelyn Sarte<br>Science and Health 5,SD Pub.,Carmelita Coronel |
| **1. Teacher's Guide pages** | | | | | |
| **2. Learner's Material pages** | | | | | |
| **3. Textbook pages** | | | | | |

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| **4. Additional Materials from Learning Resource (LR) portal** | S5MT – Ic – d – 4 | S5MT – Ic – d – 4 | S5MT – Ic – d – 4 | S5MT – Ic – d – 4 | S5MT – Ic – d – 4 |
| **B. Other Learning Resources** | | | | | |
| **IV. PROCEDURES** | | | | | |
| **A. Reviewing previous lesson or presenting the new lesson** | Play a game. Question and answer portion<br>1. Each group has its own color flag to raise<br>2. Raise the flag if they know the answer<br>3. the first group to make 3 points wins the game<br>Question 1.change form from solid to liquid.<br>2. change form from solid to gas.<br>3.change form from liquid to solid | What is chemical change? | What is chemical change? | Motivation;<br>1.Arrange jumbled words, meaning of physical and chemical<br>2. The first group to arrange it correctly, wins the game | Motivation;<br>1.Arrange jumbled words, meaning of physical and chemical<br>2. The first group to arrange it correctly, wins the game |
| **B. Establishing a purpose for the lesson** | a.Show that chemical change may take place in materials.<br>b.Observe that new material is formed in chemical change.<br>c.Investigate changes that happen in materials upon application of heat. | a.Showthat chemical change may take place in materials.<br>b.Observe that new material is formed in chemical change.<br>c.Investigate changes that happen in materials upon application of heat. | a.Show that chemical change may take place in materials.<br>b.Observe that new material is formed in chemical change.<br>c.Investigate changes that happen in materials upon application of heat. | Observe that new material is formed in chemical change<br>2. Investigate changes that happen in materials in the presence or lack of Oxygen.<br>Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more | Observe that new material is formed in chemical change<br>2. Investigate changes that happen in materials in the presence or lack of Oxygen. |
| **C. Presenting examples/instances of the new lesson** | Divide the class into groups. Tell them to do lesson 3,<br>Activity 1, Observing chemical change<br>1. .Let each group answer all the questions in their assigned activity<br>2.Guide the pupils as they perform the activity.<br>Activity 1- Observing Chemical Change<br>What to do: | Divide the class into groups. Tell them to do lesson 3,<br>Activity 1, Observing chemical change<br>1. .Let each group answer all the questions in their assigned activity<br>2.Guide the pupils as they perform the activity.<br>Activity 1- Observing Chemical Change<br>What to do: | Divide the class into groups. Tell them to do lesson 3,<br>Activity 1, Observing chemical change<br>1. .Let each group answer all the questions in their assigned activity<br>2.Guide the pupils as they perform the activity.<br>Activity 1- Observing Chemical Change<br>What to do: | 1. Divide the class into group. Tell the to do lesson 4, Observing Chemical change.<br>2.Let each group answer all the questions in their assigned tasks<br>3.guide the pupils as they perform their activity<br>What to do: | 1. Divide the class into group. Tell the to do lesson 4, Observing Chemical change.<br>2.Let each group answer all the questions in their assigned tasks<br>3.guide the pupils as they perform their activity<br>What to do: |

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| | 1.Burn a piece of paper in an empty can 2.Pound an empty eggshell into small pieces. Place the pieces on a saucer. Add a teaspoonful of vinegar into them,<br>3.Put a spoonful of white sugar in another empty can. Burn the sugar using a alcohol lamp, | 1.Burn a piece of paper in an empty can<br>2 .Pound an empty eggshell into small pieces. Place the pieces on a saucer. Add a teaspoonful of vinegar into them,<br>3.Put a spoonful of white sugar in another empty can.<br>Burn the sugar using a alcohol lamp, | 1.Burn a piece of paper in an empty can<br>2.Pound an empty eggshell into small pieces.<br>Place the pieces on a saucer.<br>Add a teaspoonful of vinegar into them,<br>3.Put a spoonful of white sugar in another empty can.<br>Burn the sugar using a alcohol lamp, | 1.Place nails and steel wool on the table.sprinkle some water on them,<br>Observe them for 1 week.<br>2.Get an empty can and burn some pieces of paper in it.<br>Observe. | 1.Place nails and steel wool on the table.sprinkle some water on them,<br>Observe them for 1 week.<br>2.Get an empty can and burn some pieces of paper in it.<br>Observe. |
| **D. Discussing new concepts and practicing new skills #1** | Questions and suggested answers:<br>1 .What changes took place when you burned the paper?(it formed ashes)<br>2. Did it form a new substance? (yes)<br>3. What was formed when you added vinegar to the broken pieces eggshells?<br>(bubbles)<br>4.what does this indicate?( a carbon dioxide was released in the air)<br>5.describe the color, appearance and smell of burnt sugar.(it's black, taste bitter<br>It has distinct smell)<br>6.Did white sugar change into something else? What was it?(yes, carbon) | Questions and suggested answers:<br>1 .What changes took place when you burned the paper?(it formed ashes)<br>2. Did it form a new substance? (yes)<br>3. What was formed when you added vinegar to the broken pieces eggshells?<br>(bubbles)<br>4.what does this indicate?( a carbon dioxide was released in the air)<br>5.describe the color, appearance and smell of burnt sugar.(it's black, taste bitter<br>It has distinct smell)<br>6.Did white sugar change into something else? What was it?(yes, carbon) | Questions and suggested answers:<br>1 .What changes took place when you burned the paper?(it formed ashes)<br>2. Did it form a new substance? (yes)<br>3. What was formed when you added vinegar to the broken pieces eggshells?<br>(bubbles)<br>4.what does this indicate?( a carbon dioxide was released in the air)<br>5.describe the color, appearance and smell of burnt sugar.(it's black, taste bitter<br>It has distinct smell)<br>6.Did white sugar change into something else? What was it?(yes, carbon) | Questions and expected answers:<br>1.Do you see rust forming on them?(yes)<br>2,What made them rusty?(air and water)<br>3.what changes happened to the paper?(it turned ash)<br>4.what are the product or new substance formed in this activity? | Questions and expected answers:<br>1.Do you see rust forming on them?(yes)<br>2,What made them rusty?(air and water)<br>3.what changes happened to the paper?(it turned ash)<br>4.what are the product or new substance formed in this activity? |
| **E. Discussing new concepts and practicing new skills #2** | A **chemical change** differs from physical change. In a chemical change, new and different materials are formed. The new materials formed have properties different from the original properties .Acids and **absorption of heat** are two factors | A **chemical change** differs from physical change. In a chemical change, new and different materials are formed. The new materials formed have properties different from the original properties .Acids and **absorption of heat** are two factors | A **chemical change** differs from physical change. In a chemical change, new and different materials are formed. The new materials formed have properties different from the original properties .Acids and **absorption of heat** are two factors | The nails and steel wool are made of iron.when wet iron reacts with<br>**Oxygen** in the air, rust is produced. Rust is a new substance. | The nails and steel wool are made of iron.when wet iron reacts with<br>**Oxygen** in the air, rust is produced. Rust is a new substance. |

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| | needed for chemical change to occur .<br>When the materials burned, they turned black, unlike the original substance .Burning requires **application of heat** .It may or may not be applied for a change to happen. the presence of bubbles, change in color and release of heat<br>Indicate a chemical change.<br>When a material undergoes a chemical change, the new material formed cannot be brought back to its original form. Chemical change is an irreversible process.<br>Examples of chemical change are rotting mouse,ripening of mango,<br>Burning of chop woods,production of electricity,photosynthesis,decaying vagetables. | needed for chemical change to occur .<br>When the materials burned, they turned black, unlike the original substance .Burning requires **application of heat** .It may or may not be applied for a change to happen. the presence of bubbles, change in color and release of heat<br>Indicate a chemical change.<br>When a material undergoes a chemical change, the new material formed cannot be brought back to its original form. Chemical change is an irreversible process.<br>Examples of chemical change are rotting mouse,ripening of mango,<br>Burning of chop woods,production of electricity,photosynthesis,decaying vagetables. | needed for chemical change to occur .<br>When the materials burned, they turned black, unlike the original substance .Burning requires **application of heat** .It may or may not be applied for a change to happen. the presence of bubbles, change in color and release of heat<br>Indicate a chemical change.<br>When a material undergoes a chemical change, the new material formed cannot be brought back to its original form. Chemical change is an irreversible process.<br>Examples of chemical change are rotting mouse,ripening of mango,<br>Burning of chop woods,production of electricity,photosynthesis,decaying vagetables. | Rust is an oxide that forms when iron reacts to oxygen in the presence of water.<br>When a nail is exposed to oxygen and water, rust starts to form on its<br>Surface. This situation shows OXIDATION, a chemical reaction that is aide by oxygen. Once a new product is formed, the original material is Unidentifiable.<br>When paper burns, the paper reacts with the oxygen in the air. Its moisture and its changes its color,size, texture and shape. Carbon dioxide, moisture and ashes are the new substance that form. | Rust is an oxide that forms when iron reacts to oxygen in the presence of water.<br>When a nail is exposed to oxygen and water, rust starts to form on its<br>Surface. This situation shows OXIDATION, a chemical reaction that is aide by oxygen. Once a new product is formed, the original material is Unidentifiable.<br>When paper burns, the paper reacts with the oxygen in the air. Its moisture and its changes its color,size, texture and shape. Carbon dioxide, moisture and ashes are the new substance that form. |
| **F. Developing mastery (Leads to Formative Assessment 3)** | How does matter undergo chemical change? | How does matter undergo chemical change? | How does matter undergo chemical change? | What does oxygen brought to in chemical change? | What does oxygen brought to in chemical change |
| **G. Finding practical applications of concepts and skills in daily living** | Ask some household activities that the observed under chemical change. | Ask some household activities that the observed under chemical change. | Ask some household activities that the observed under chemical change. | Do some experiments | Do some experiments |
| **H. Making generalizations and abstractions about the lesson** | What are chemical change? How are the factors that affect chemical change? | What are chemical change? How are the factors that affect chemical change? | What are chemical change? How are the factors that affect chemical change? | Elaborate how oxygen affects chemical change. | Elaborate how oxygen affects chemical change. |
| **I. Evaluating learning** | Put a check before the number that shows a chemical change.<br>_____1.Leaves are decaying<br>_____2.Water is boiled<br>_____3.Garbage is burned<br>_____4.Sewing the socks<br>_____5.rotting tomatoes | Put a check before the number that shows a chemical change.<br>_____1.Leaves are decaying<br>_____2.Water is boiled<br>_____3.Garbage is burned<br>_____4.Sewing the socks<br>_____5.rotting tomatoes | Put a check before the number that shows a chemical change.<br>_____1.Leaves are decaying<br>_____2.Water is boiled<br>_____3.Garbage is burned<br>_____4.Sewing the socks<br>_____5.rotting tomatoes | Encircle the things that rust.<br><br>Metal spoon pad paper straw screw coin pencil play money<br><br>Hammer keys broom curtain thumbtacks rock ring | *doing experiments |

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| **J. Additional activities for application or remediation** | Read something about the compost pit. Find out the chemical change that garbage undergoes. | Read something about the compost pit. Find out the chemical change that garbage undergoes. | Read something about the compost pit. Find out the chemical change that garbage undergoes. | experimentation | observation |
| **V. REMARKS** | | | | | |
| **VI. REFLECTION** | | | | | |
| **A. No. of learners who earned 80% in the evaluation** | | | | | |
| **B. No. of learners who require additional activities for remediation who scored below 80%** | | | | | |
| **C. Did the remedial lessons work? No. of learners who have caught up with the lesson** | | | | | |
| **D. No. of learners who continue to require remediation** | | | | | |
| **E. Which of my teaching strategies worked well? Why did these work?** | | | | | |
| **F. What difficulties did I encounter which my principal or supervisor can help me solve?** | | | | | |
| **G. What innovation or localized materials did I use/discover which I wish to share with other teachers?** | | | | | |