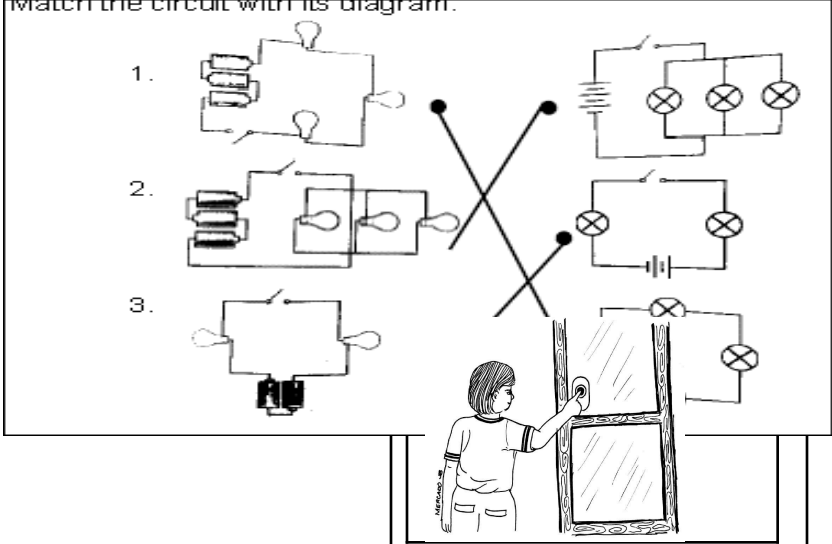


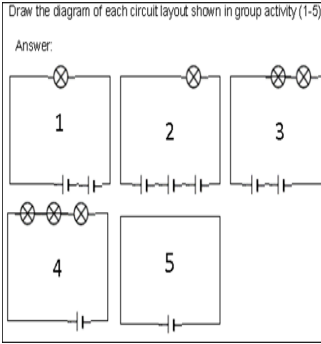


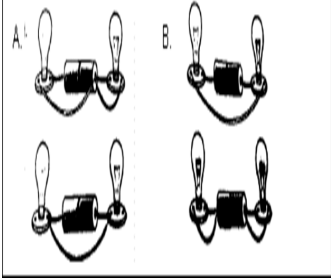
**GRADES 1 to 12**  
**DAILY LESSON LOG**

	School:	DepEdClub.com	Grade Level:	V
	Teacher:		Learning Area:	SCIENCE
	Teaching Dates and Time:	APRIL 3-7, 2023 (WEEK 8)	Quarter:	3 <sup>RD</sup> QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>I.OBJECTIVES</b>					
<b>A.Content Standards</b>	The learners demonstrate understanding of a simple DC circuit	"The Learners demonstrate understanding of a simple DC circuit and the relationship between electricity and magnetism in electromagnets."			
<b>B.Performance Standards</b>	"The learners should be able to propose an unusual tool or device using Electricity that is useful for home school or community"	The learners should be able tell the main parts of an electromagnet.			
<b>C.Learning Competencies/Objectives</b>	The learner should be able to illustrate the effects of changing the number and type of components in a circuit	The learners should be able to identify the parts of an electromagnet.S5FE-IIIi-j9		Maundy Thursday	Good Friday
<b>II.CONTENT</b>	Electricity - Circuits	Electricity and Magnetism			
<b>III.LEARNING RESOURCES</b>					
<b>A.References</b>					
1.Teacher's Guide pages	CG p.	Science Exemplar pages 606-609			
2.Learners's Materials pages					
3.Textbook pages	Science Spectrum 5, pp. 191-196 Science and Health 5 by Natividad Alegre-Del Prado, pp. 177-182	Cyber Science 5; Nicetas C. Valencia et al, pp. 229-233			
4.Additional materials from learning resource (LR) portal	<a href="http://www.bbc.co.uk/schools/pods/mission/electricity/pod.shtml">http://www.bbc.co.uk/schools/pods/mission/electricity/pod.shtml</a> <a href="http://www.learningcircuits.co.uk/flash/main.swf">http://www.learningcircuits.co.uk/flash/main.swf</a>				
<b>B.Other Learning Resource</b>	Chart, power point	pictures, activity sheet, powerpoint presentation			
<b>IV.PROCEDURES</b>					
<b>A.Reviewing previous lesson or presenting the new lesson</b>	Activity: Game: What's the Symbol? Group the pupils with 6 members each. Ask each member to stand near the board with corresponding area. Say: I have here a gift box which contains component cards (picture cards). Inside the gift box are component	FACT or BLUFF 1. Magnets usually have two poles. 2. A magnet has energy, and can attract some objects like nails, pins and other objects that are made of contain iron. 3. In magnetism, unlike poles repel. 4. A magnet can attract most at its			

	<p>cards (picture cards). As I pick up and raise each card, you have to draw the symbol that represents each card on the board. The first group who can draw the symbols correctly will get 1 point. There are 5 items for a total of 5 points.</p>	<p>magnetic poles. 5. Like poles attract.</p>			
B.Establishing a purpose for the lesson	<p>Watch the circuit with its diagram.</p> 				
C.Presenting Examples/ instances of the new lesson	<p>In our previous lesson, you have already explained the reasons why changing the number and type of the components affects the circuit. You have also learned the symbols used to represent each components of the circuit. Activity Proper: Group Activity Objective: Illustrate the effects of changing the number and type of components in a circuit</p>	<p>Approach: Integrative Strategy: Scaffold- Knowledge Integration Activity: 4 A's Group Activity: "Tell My Parts" L. Problem: What are the parts of an electromagnet? XVI. Materials: illustration of a constructed electromagnet. XVII. Procedure 10. Study the given illustration. 11. Answer the given guide questions. Guide Questions: 1. What is the source of electricity in the illustration? 2. What is wound around the long iron nail? 3. Which is the conductor of electricity? 4. Which material becomes a magnet?</p>			

		<p>Why?</p> <p>5. What happened to the pins? Why?</p> <p>6. What does the illustration show?</p> <p>XVIII. Conclusion:</p>			
D.Discussing new concepts and practicing new skills #1	<p>1. Group reporting.</p> <p>2. Verifying the results through an interactive activity.</p> <p><a href="http://www.bbc.co.uk/schools/pods/mission/electricity/annie02.shtml">http://www.bbc.co.uk/schools/pods/mission/electricity/annie02.shtml</a></p> <p><a href="http://www.learningcircuits.co.uk/flash/main.swf">http://www.learningcircuits.co.uk/flash/main.swf</a></p>	<p>Group Reporting / Presentation of the Output</p> <p>Sharing of results</p>			
E.Discussing new concepts and practicing new skills #2	<p>Answer the following questions based on the illustrations below.</p> <p>1. Which circuit is closed?</p> <p>2. Which circuit is open?</p> <p>3. Which of the two circuits will work?</p> <p>Explain your answer</p>	<p>Let each group make their own illustration of an electromagnet.</p> <p>Ask them to label the parts</p>			
F.Developing Mastery	<p>Draw the diagram of each circuit layout shown in group activity (1-5)</p> <p>Answer:</p> 	<p>Direction: Clap your hands once if the statement is correct and twice if it is incorrect.</p> <p>16. An electromagnet works only when there is a flow of electricity.</p> <p>17. Without core or magnetic material, electromagnet cannot be produced.</p> <p>18. Coil of wire serves as the conductor of electricity.</p> <p>19. Even without source of the electricity from the battery, electromagnet can still be produced.</p> <p>20. When the current is broken the nail is no longer a magnet.</p>			
G.Finding Parctical application of concepts and skills in daily living	<p>The quantities voltage (battery), current (electrons) and resistance(bulb) are linked by the relationship:</p> <p>Resistance = <math>\frac{\text{voltage}}{\text{current}}</math> or <math>R = \frac{V}{I}</math></p> <p>Wherein:</p> <p>The symbol for resistance is <math>R</math>, it is measured in ohms (<math>\Omega</math>)</p> <p>The symbol for voltage is <math>V</math>, it is measured in volts (<math>V</math>)</p> <p>The symbol for current is <math>I</math>, it is measured in amperes (<math>A</math>)</p> <p><b>Problem:</b></p> <p>A torch (flashlight) takes a current of 0.3 amperes from a 3 volt battery. Calculate its resistance.</p> <p>Solve:</p> <p>Resistance = <math>\frac{\text{voltage}}{\text{current}}</math> or <math>R = \frac{V}{I}</math></p> <p>Solution:</p> <p><math>R = \frac{3V}{0.3A} = \frac{10A}{1} = 10\Omega</math></p> <p><math>R = 10 \text{ ohms or } 10\Omega</math></p>	<p>Are you aware that many of the many of the modern electrical appliances that we use today whether in school or home would not work without the electromagnet? Can you name them?</p>			
H.Making generalization and abstraction about the lesson	<p>I learned that...</p> <ul style="list-style-type: none"> <li>o The two main ways of increasing the current in an electrical circuit are by increasing the voltage or by decreasing the resistance.</li> </ul> <p>§ Too many batteries increases the voltage which makes the circuit blow</p> <p>§ Too many loads decreases the resistance which makes the current less and not work at all</p>	<p>What are the main parts of an electromagnet?</p>			

I.Evaluating learning	<div><p>Analyze the following illustrations and encircle the letter of the circuit in which both bulbs light up?</p></div>	<p>Direction: Read the situation below. Answer the question. Choose the letter of the best answer</p> <p>1. You are going to construct an electromagnet, which of the following materials will you need. A. dry cell C. wire B. iron nail D. all of these</p> <p>2. The following are all needed in constructing a simple electromagnet, which is NOT? A. thread C. wire B. nail D. battery</p> <p>3. In an electromagnet, which of the following serves as the conductor of electricity? A. battery B. coil of wire C. core D. both A and B</p> <p>4. Which one of the following is NOT a part of an electromagnet? A. the wire coil B. the nail as the core C. the dry cell cell as the source of electricity D. pins, clips, and needles attracted by an electromagnet</p> <p>5. What happens when a part of an electromagnet is disconnected? A. It loses its magnetism. B. Electricity continues to flow through it. C. The electromagnet becomes a permanent magnet. D. There is an increase in the number of materials attracted.</p>			
J.additional activities for application or remediation	<p>Home Project: Dalandan Battery Objective: Make electricity from dalandan or sinturis. Materials: copper wire, small Christmas lightbulb, clippers, steel paper clip, sheet of sandpaper (liha), dalandan or sinturis</p>	<p>Compose a short poem about the parts of an electromagnet.</p>			
V.REMARKS					
VI.REFLECTION					
A.No. of learners who earned 80% in the evaluation	<p>___Lesson carried. Move on to the next objective. ___Lesson not carried.</p>	<p>___Lesson carried. Move on to the next objective. ___Lesson not carried.</p>	<p>___Lesson carried. Move on to the next objective. ___Lesson not carried.</p>	<p>___Lesson carried. Move on to the next objective. ___Lesson not carried.</p>	

	____% of the pupils got 80% mastery	____% of the pupils got 80% mastery	____% of the pupils got 80% mastery	____% of the pupils got 80% mastery	
B.No.of learners who require additional activities for remediation	<p>___Pupils did not find difficulties in answering their lesson.</p> <p>___Pupils found difficulties in answering their lesson.</p> <p>___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson.</p> <p>___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher.</p> <p>___Pupils mastered the lesson despite of limited resources used by the teacher.</p> <p>___Majority of the pupils finished their work on time.</p> <p>___Some pupils did not finish their work on time due to unnecessary behavior.</p>	<p>___Pupils did not find difficulties in answering their lesson.</p> <p>___Pupils found difficulties in answering their lesson.</p> <p>___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson.</p> <p>___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher.</p> <p>___Pupils mastered the lesson despite of limited resources used by the teacher.</p> <p>___Majority of the pupils finished their work on time.</p> <p>___Some pupils did not finish their work on time due to unnecessary behavior.</p>	<p>___Pupils did not find difficulties in answering their lesson.</p> <p>___Pupils found difficulties in answering their lesson.</p> <p>___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson.</p> <p>___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher.</p> <p>___Pupils mastered the lesson despite of limited resources used by the teacher.</p> <p>___Majority of the pupils finished their work on time.</p> <p>___Some pupils did not finish their work on time due to unnecessary behavior.</p>	<p>___Pupils did not find difficulties in answering their lesson.</p> <p>___Pupils found difficulties in answering their lesson.</p> <p>___Pupils did not enjoy the lesson because of lack of knowledge, skills and interest about the lesson.</p> <p>___Pupils were interested on the lesson, despite of some difficulties encountered in answering the questions asked by the teacher.</p> <p>___Pupils mastered the lesson despite of limited resources used by the teacher.</p> <p>___Majority of the pupils finished their work on time.</p> <p>___Some pupils did not finish their work on time due to unnecessary behavior.</p>	
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?	<p>___Yes ___No</p> <p>___ of Learners who caught up the lesson</p>	<p>___Yes ___No</p> <p>___ of Learners who caught up the lesson</p>	<p>___Yes ___No</p> <p>___ of Learners who caught up the lesson</p>	<p>___Yes ___No</p> <p>___ of Learners who caught up the lesson</p>	
F.What difficulties did I encounter which my principal or supervisor can help me 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?	<p><i>Strategies used that work well:</i></p> <p><b>___Metacognitive Development:</b> <b>Examples:</b> Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p><b>___Bridging:</b> <b>Examples:</b> Think-pair-share, quick-writes, and anticipatory charts.</p>	<p><i>Strategies used that work well:</i></p> <p><b>___Metacognitive Development:</b> <b>Examples:</b> Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p><b>___Bridging:</b> <b>Examples:</b> Think-pair-share, quick-writes, and anticipatory charts.</p>	<p><i>Strategies used that work well:</i></p> <p><b>___Metacognitive Development:</b> <b>Examples:</b> Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p><b>___Bridging:</b> <b>Examples:</b> Think-pair-share, quick-writes, and anticipatory charts.</p>	<p><i>Strategies used that work well:</i></p> <p><b>___Metacognitive Development:</b> <b>Examples:</b> Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p><b>___Bridging:</b> <b>Examples:</b> Think-pair-share, quick-writes, and anticipatory charts.</p>	<p><i>Strategies used that work well:</i></p> <p><b>___Metacognitive Development:</b> <b>Examples:</b> Self assessments, note taking and studying techniques, and vocabulary assignments.</p> <p><b>___Bridging:</b> <b>Examples:</b> Think-pair-share, quick-writes, and anticipatory charts.</p>

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