

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
I.OBJECTIVES					
A.Content Standards	The learners demonstrate understanding of a simple DC circuit	"The Learners demonstrate understanding	of a simple DC circuit and the relatio	nship between electricity and magnetis	sm in electromagnets."
B.Performance Standards	"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 p	oarts of an electromagnet.		
C.Learning Competencies/Objectives	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
II.CONTENT	Electricity - Circuits	Electricity and Magnetism			
III.LEARNING RESOURCES					
A.References					
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	http://www.bbc.co.uk/schools/pods mission/electricity/pod.shtml http://www.learningcircuits.co.uk/flas h/flashmain.sw				
B.Other Learning Resource	Chart, power point	pictures, activity sheet, powerpoint presentation			
IV.PROCEDURES		•		•	
A.Reviewing previous lesson or presenting the new lesson	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	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.			
	component cards (picture cards).  Inside the gift box are component	4. A magnet can attract most at its			

and pick protections and the search and on the board. The first group who can draw the symbol that represents each cand on the board. There are 5 tiens for a fold of 5 points.  B. Establishing a purpose for the lesson  In our previous lesson, you have alrowly explained the revolves why changing the number and type of the components affects the circuit. You have alrowly explained the revolves why changing the number and type of the components affects the circuit. You have also be learned the soll termination of the circuit. Activity Proper Group Activity. A 4X components of the circuit. Activity Proper since the fields of the region and the components of the circuit. Activity Proper and Activity. A 5X components of the circuit. Activity Proper since and type of components in a circuit component in a circuit soll the components affects to the region and the properties of the circuit. Activity Proper since the fields of the region and type of components in a circuit soll the components affects to the region and type of components in a circuit soll the region and type of components in a circuit soll the region and type of components in a circuit soll the region and type of components in a circuit soll to the region and type of components in a circuit soll to the circuit to the circuit soll the region and type of components in a circuit soll to the circuit soll the			1	T	·	1
have to draw the symbol that represents each card on the board. The first group who can draw the symbols correctly will get a pint. There are 5 items for a total of 5 points.  8. Establishing a purpose for the lesson    Description   Property   Property						
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.  8. Establishing a purpose for the lesson    Porattri the future with this transparent			5. Like poles attract.			
The first group who can draw the symbols correctly will get a point. There are is tens for a total of 5 points.  B. Establishing a purpose for the lesson  In our previous lesson, you have already explained the reasons why components of the components of the circuit. You have also learned the symbols used to represent each components of the circuit. Activity Proper: Group Activity Objective illustrate the frefect of changing the number and type of components in a circuit components of the circuit. Activity Proper: Group Activity Objective illustrate the frefect of changing the number and type of components in a circuit components. Since the previous lesson is a circuit. Answer the peris of an electromagnet. XVII. Procedure 1.0 May Procedure 1.0 Ma						
the symbols correctly will get 1 point. There are 5 items for a total of 5 points.  B. Establishing a purpose for the lesson  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 feets of changing the number and type of to components in a circuit  Objective: Illustrate the feets of changing the number and type of to Changing the number and type of components of the circuit. Activity Proper. Group Activity: You Not the feets of changing the number and type of components of the circuit. Activity Proper. Group Activity: A Signaphy Activity Proper. Group Activity: You Not are the parts of an electromagnet?  Vol. Materials: illustration of a constructed electromagnet. You Not average the parts of an electromagnet. You not average the p						
There are 5 items for a total of 5 points.  B. Establishing a purpose for the lesson  The standard of the lesson  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 feffects of changing the number and type of components of the circuit. Activity Proper. Group Activity. What are the parts of an electromagnet. You have also learned the effects of changing the number and type of components of the circuit. Activity Proper. Group Activity. What are the parts of an electromagnet. You have also learned the effects of changing the number and type of components of the circuit. Activity Proper. Group Activity. XVII. Materials: illustration of a constructed electromagnet. XVII. Procedure  1. Answer the given elustration. 11. Answer the given elustration. 11. Answer the given elustration. 11. Answer the given elustration.		The first group who can draw				
B. Establishing a purpose for the lesson    NORTHUTTE CITCUL WINT ITS UNDIGHT   1.		the symbols correctly will get 1 point.				
C.Presenting Examples/ instances of the new lesson  In our previous lesson, you have already explained the reasons why changing the number and type of the components of 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 to components of the circuit. Activity Proper: Group Activity Objective: Illustrate the effects of changing the number and type of components of the circuit. Activity Proper: Group Activity Objective: Illustrate the effects of changing the number and type of components of the given guide questions.		There are 5 items for a total of				
C. Presenting Examples/ instances of the new lesson  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 of the Group Activity Objective: Illustrate the effects of changing the number and type of components of the Group Activity Objective: Illustrate the effects of changing the number and type of components in a circuit  In our previous lesson, you have already explained the group of th		5 points.				
C.Presenting Examples/ instances of the new lesson  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 of the circuit. Activity Proper: Group Activity Objective: Illustrate the effects of changing the number and type of components in a circuit of components in a circuit of components.  1. Answer the given guide questions. Guide Questions:	B.Establishing a purpose for the lesson	OMATCH THE CITCUIT WORT US DIVI	ram			
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  10. Study the given illustration. Guide Questions:  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. Guide Questions:		1. 2. 2. 3. 3. 5. 5. 5. 5. 5. 5. 5. 5. 5. 5. 5. 5. 5.	gram.			
the illustration?  2. What is wound around the long iron nail?  3. Which is the conductor of electricity?		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	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			

D.Discussing new concepts and practicing new skills #1	1. Group reporting. 2. Verifying the results through an interactive activity. http://www.bbc.co.uk/schools/pods mission/electricity/annie02.shtl http://www.learningcircuits.co.uk/flas h/flashmain.swf	Why? 5. What happened to the pins? Why? 6. What does the illustration show? XVIII. Conclusion: Group Reporting / Presentation of the Output Sharing of results		
E.Discussing new concepts and practicing new skills #2	Answer the following questions based on the illustrations below.  1. Which circuit is closed?  2. Which circuit is open?  3. Which of the two circuits will work?  Explain your answer	Let each group make their own illustration of an electromagnet. Ask them to label the parts		
F.Developing Mastery	Draw the diagram of each circuit layout shown in group activity (1-5)  Answer.  1 2 3  I I I I I I I I I I I I I I I I I I	Direction: Clap your hands once if the statement is correct and twice if it is incorrect.  16. An electromagnet works only when there is a flow of electricity.  17. Without core or magnetic material, electromagnet cannot be produced.  18. Coil of wire serves as the conductor of electricity.  19. Even without source of the electricity from the battery, electromagnet can still be produced.  20. When the current is broken the nail is no longer a magnet.		
G.Finding Parctical application of concepts and skills in daily living	The guaration college (before), current (electrons) and resistance(bulb) are token for the wildering.  Fleatunce = Vidilage	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?		
H.Making generalization and abstraction about the lesson	I learned that o The two main ways of increasing the current in an electrical circuit are by increasing the voltage or by decreasing the resistance. § Too many batteries increases the voltage which makes the circuit blow § Too many loads decreases the resistance which makes the current less and not work at all	What are the main parts of an electromagnet?		

Direction: Read the situation below. Answer the question. Choose the letter of the best answer  1. Tow are going to construct an electromagnet, which of the following materials will you need.  A. dry, cell C. wire  B. inon nail D. all of these  2. The following are all needed in constructing a simple electromagnet, which is NOT?  A. thread C. wire  B. nail D. battery  A. the wire coil  B. the nail as the core  C. the dry cell cell as the source of electromagnet?  A. the wire coil  B. the nail as the core  C. the dry cell cell as the source of electromagnet is disconnected?  A. It lose is Its magnetism.  B. Electricity; Continues to flow through it.  C. The electromagnet so flow through it.  C. The electromagnet so flow through it.  C. The electromagnet is disconnected?  A. It lose is 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.  D. there is an increase in the number of materials attracted.  Compose a short poem about the parts of an electromagnet.  Weremarks  Weremarks  Weremarks  Weremarks  Weremarks  Weremarks  Weremarks  Weremarks  Weremarks		
C. The electromagnet becomes a permanent magnet. D. There is an increase in the number of materials attracted.  J.additional activities for application or remediation  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  V.REMARKS		
J.additional activities for application or remediation  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  V.REMARKS  Compose a short poem about the parts of an electromagnet.  V.REMARKS		
V.REMARKS		
	•	
	Lesson carried. Move on to	
	the next objective.	, I
	Lesson not carried.	

	% of the pupils got 80%	% of the pupils got 80% mastery	% of the pupils got 80%	% of the pupils got 80%	
	mastery		mastery	mastery	
B.No.of learners who require additional	Pupils did not find difficulties in	Pupils did not find difficulties in	Pupils did not find difficulties in	Pupils did not find difficulties	
activities for remediation	answering their lesson.	answering their lesson.	answering their lesson.	in answering their lesson.	
activities for remediation	Pupils found difficulties in				
	answering their lesson. Pupils did not enjoy the lesson	answering their lessonPupils did not enjoy the lesson	answering their lesson. Pupils did not enjoy the lesson	answering their lesson.	
	because of lack of knowledge, skills	because of lack of knowledge, skills		Pupils did not enjoy the lesson because of lack of	
			because of lack of knowledge, skills		
	and interest about the lesson.	and interest about the lesson.  Pupils were interested on the	and interest about the lesson.	knowledge, skills and interest about the lesson.	
	Pupils were interested on the	l <del></del> '	Pupils were interested on the		
	lesson, despite of some difficulties	lesson, despite of some difficulties	lesson, despite of some difficulties	Pupils were interested on	
	encountered in answering the	encountered in answering the	encountered in answering the	the lesson, despite of some	
	questions asked by the teacher.	questions asked by the teacher.	questions asked by the teacher.	difficulties encountered in	
	Pupils mastered the lesson	Pupils mastered the lesson despite	Pupils mastered the lesson	answering the questions asked	
	despite of limited resources used by	of limited resources used by the	despite of limited resources used by	by the teacher.	
	the teacher.	teacher.	the teacher.	Pupils mastered the lesson	
	Majority of the pupils finished	Majority of the pupils finished their	Majority of the pupils finished	despite of limited resources used	
	their work on time.	work on time.	their work on time.	by the teacher.	
	Some pupils did not finish their	Some pupils did not finish their	Some pupils did not finish their	Majority of the pupils	
	work on time due to unnecessary	work on time due to unnecessary	work on time due to unnecessary	finished their work on time.	
	behavior.	behavior.	behavior.	Some pupils did not finish	
				their work on time due to	
				unnecessary behavior.	
0.00111	6 1 1 200/	f 1 1 200/			
C.Did the remedial work? No.of learners	of Learners who earned 80%				
who have caught up with the lesson	above	above	above	above	
D.No. of learners who continue to require	of Learners who require	of Learners who require additional	of Learners who require	of Learners who require	
remediation	additional activities for remediation	activities for remediation	additional activities for remediation	additional activities for	
Terriediation	additional activities for remediation	activities for reffiediation	additional activities for remediation	remediation	
				Terriediation	
E.Which of my teaching strategies worked	YesNo	YesNo	YesNo	YesNo	
well? Why did these work?	of Learners who caught up the	of Learners who caught up the	of Learners who caught up the	of Learners who caught up	
,	lesson	lesson	lesson	the lesson	
F.What difficulties did I encounter which my	of Learners who continue to				
principal or supervisor can helpme solve?	require remediation	require remediation	require remediation	require remediation	
G.What innovation or localized materials	Strategies used that work well:				
did used/discover which I wish to share	Metacognitive Development:				
with other teachers?	<b>Examples:</b> Self assessments, note				
			taking and studying techniques, and	taking and studying techniques,	taking and studying techniques,
	taking and studying techniques, and	taking and studying techniques, and	Taking and stadying teeningaes, and		
	vocabulary assignments.	vocabulary assignments.	vocabulary assignments.	and vocabulary assignments.	and vocabulary assignments.
	vocabulary assignments. Bridging: Examples:	vocabulary assignmentsBridging: Examples:	vocabulary assignments. Bridging: Examples:	and vocabulary assignments. Bridging: Examples:	and vocabulary assignments. Bridging: Examples:
	vocabulary assignments. Bridging: Examples: Think-pair-share, quick-writes, and	vocabulary assignments. Bridging: Examples: Think-pair-share, quick-writes, and	vocabulary assignments. Bridging: Examples: Think-pair-share, quick-writes, and	and vocabulary assignments. Bridging: Examples: Think-pair-share, quick-writes,	and vocabulary assignments. Bridging: Examples: Think-pair-share, quick-writes,
	vocabulary assignments. Bridging: Examples:	vocabulary assignmentsBridging: Examples:	vocabulary assignments. Bridging: Examples:	and vocabulary assignments. Bridging: Examples:	and vocabulary assignments. Bridging: Examples:

Schema-Building: Examples:	Schema-Building: Examples:	Schema-Building: Examples:	Schema-Building:	Schema-Building: Examples:
Compare and contrast, jigsaw	Compare and contrast, jigsaw learning,	Compare and contrast, jigsaw	Examples:Compare and contrast,	Compare and contrast, jigsaw
learning, peer teaching, and projects.	peer teaching, and projects.	learning, peer teaching, and	jigsaw learning, peer teaching,	learning, peer teaching, and
		projects.	and projects.	projects.
Contextualization:	Contextualization:			
Examples: Demonstrations, media,	Examples: Demonstrations, media,	Contextualization:	Contextualization:	Contextualization:
manipulatives, repetition, and local	manipulatives, repetition, and local	<b>Examples:</b> Demonstrations, media,	Examples: Demonstrations,	Examples: Demonstrations,
opportunities.	opportunities.	manipulatives, repetition, and local	media, manipulatives, repetition,	media, manipulatives, repetition,
		opportunities.	and local opportunities.	and local opportunities.
Text Representation:	Text Representation:			
Examples: Student created drawings,	Examples: Student created drawings,	Text Representation:	Text Representation:	Text Representation:
videos, and games.	videos, and games.	Examples: Student created drawings,	Examples: Student created	Examples: Student created
Modeling: Examples: Speaking	Modeling: Examples: Speaking	videos, and games.	drawings, videos, and games.	drawings, videos, and games.
slowly and clearly, modeling the	slowly and clearly, modeling the	Modeling: Examples: Speaking	Modeling: Examples:	Modeling: Examples:
language you want students to use,	language you want students to use,	slowly and clearly, modeling the	Speaking slowly and clearly,	Speaking slowly and clearly,
and providing samples of student	and providing samples of student	language you want students to use,	modeling the language you want	modeling the language you want
work.	work.	and providing samples of student	students to use, and providing	students to use, and providing
		work.	samples of student work.	samples of student work.
Other Techniques and Strategies	Other Techniques and Strategies used:			
used:	Explicit Teaching	Other Techniques and Strategies	Other Techniques and Strategies	Other Techniques and Strategies
Explicit Teaching	Group collaboration	used:	used:	used:
Group collaboration	Gamification/Learning throuh play	Explicit Teaching	Explicit Teaching	Explicit Teaching
Gamification/Learning throuh play	Answering preliminary	Group collaboration	Group collaboration	Group collaboration
Answering preliminary	activities/exercises	Gamification/Learning throuh	Gamification/Learning throuh	Gamification/Learning throuh
activities/exercises	Carousel	play	play	play
Carousel	Diads	Answering preliminary	Answering preliminary	Answering preliminary
Diads Differentiated Instruction	Differentiated Instruction	activities/exercises	activities/exercises	activities/exercises
Role Playing/Drama	Role Playing/Drama Discovery Method	Carousel Diads	Carousel Diads	Carousel Diads
Discovery Method	Lecture Method	Differentiated Instruction	Differentiated Instruction	Differentiated Instruction
Discovery Method Lecture Method	Why?	Role Playing/Drama	Role Playing/Drama	Role Playing/Drama
Why?	Complete IMs	Discovery Method	Discovery Method	Discovery Method
Complete IMs	Availability of Materials	Lecture Method	Lecture Method	Lecture Method
Availability of Materials	Pupils' eagerness to learn	Why?	Why?	Why?
Pupils' eagerness to learn	Group member's	Complete IMs	Complete IMs	Complete IMs
Group member's	collaboration/cooperation	Availability of Materials	Availability of Materials	Availability of Materials
collaboration/cooperation	in doing their tasks	Pupils' eagerness to learn	Pupils' eagerness to learn	Pupils' eagerness to learn
in doing their tasks	Audio Visual Presentation	Group member's	Group member's	Group member's
Audio Visual Presentation	of the lesson	collaboration/cooperation	collaboration/cooperation	collaboration/cooperation
of the lesson		in doing their tasks	in doing their tasks	in doing their tasks
		Audio Visual Presentation	Audio Visual Presentation	Audio Visual Presentation
		of the lesson	of the lesson	of the lesson