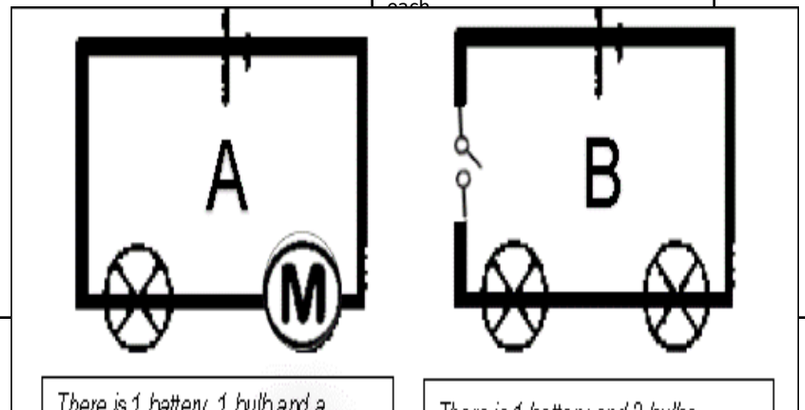
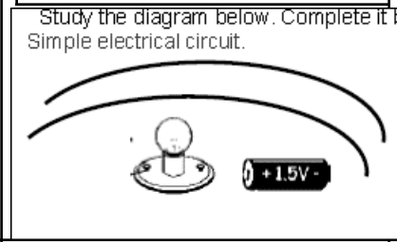
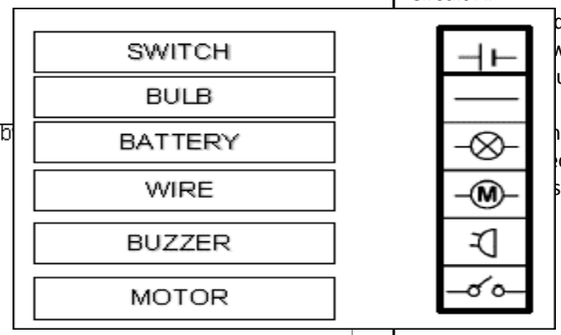
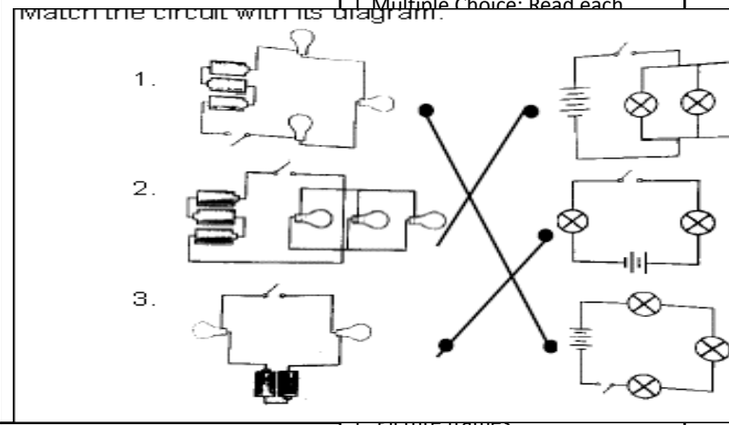
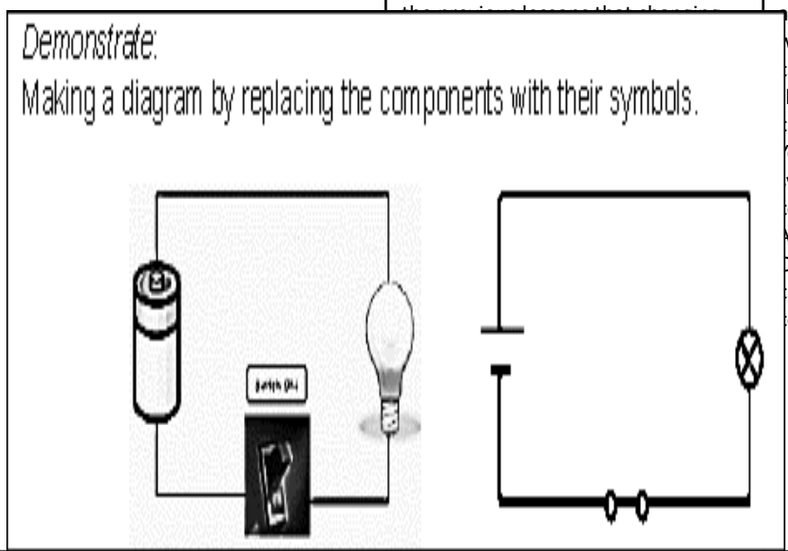
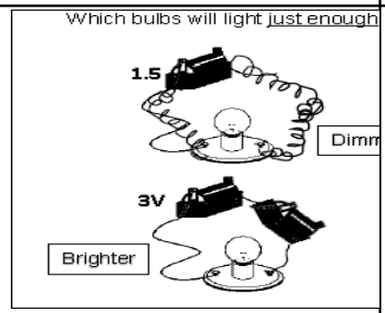
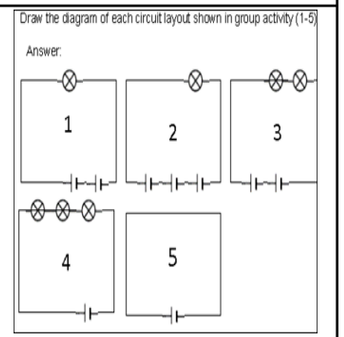
GRADES 1 to 12 DAILY LESSON LOG	School:	Visit DepEdResources.com for More	Grade Level:	V
	Teacher:	File created by Ma'am EDNALYN D. MACARAIG	Learning Area:	SCIENCE
	Teaching Dates and Time:	MARCH 11 – 15, 2024 (WEEK 7)	Quarter:	3RD QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I.OBJECTIVES					
A.Content Standards	The learners demonstrate understanding of a simple DC circuit				
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"				
C.Learning Competencies/Objectives	The learner should be able to determine the effects of changing the number of components in a circuit	The learner should be able to determine the effects of changing the type of components in a circuit	The learner should be able to discuss the effects of changing the number and type of components in a circuit	The learner should be able to illustrate the effects of changing the number and type of components in a circuit	Summative Test
II.CONTENT	Electricity - Circuits	Electricity - Circuits	Electricity - Circuits	Electricity - Circuits	
III.LEARNING RESOURCES					
A.References					
1.Teacher's Guide pages	CG p.	CG p.	CG p.	CG p.	
2.Learners's Materials pages					
3.Textbook pages	Science Spectrum 5, pp. 191-196	Science Spectrum 5, pages 191-196 Science and Health 5 by Natividad Alegre-Del Prado, pages 177-182	Science Spectrum 5, pages 191-196 Science and Health 5 by Natividad Alegre-Del Prado, pp 177-182	Science Spectrum 5, pp. 191-196 Science and Health 5 by Natividad Alegre-Del Prado, pp. 177-182	
4.Additional materials from learning resource (LR) portal	http://www.sciencekids.co.nz/gamesactivities/electricitycircuits.html https://www.superteacherworksheets.com/electricity.html http://www.bbc.co.uk/bitesize/quiz/q80633759	https://www.scribd.com/doc/10519133/Electronic-Components-Symbols-Functions http://www.safekidscalifornia.org/wp-content/uploads/2015/05/Home-Safety-Challenge.png		http://www.bbc.co.uk/schools/podsmission/electricity/pod.shtml http://www.learningcircuits.co.uk/flash/flashmain.sw	
B.Other Learning Resource	Chart, power point	Chart, power point	Chart, power point	Chart, power point	
IV.PROCEDURES					
A.Reviewing previous lesson or presenting the new lesson	What are the parts / components of an electric circuit? Describe each part.	1. Review What are the effects of changing the number of components in an electric circuit? Increasing the number of the batteries, increases the brightness of a bulb. Increasing the number of bulbs, decreases the brightness. - Checking of Assignment		Activity: Game: What's the Symbol? Group the pupils with 6 members each	Review previews lesson



				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.	
B.Establishing a purpose for the lesson	Study the diagram below. Complete electrical circuit.  	Connect the circuit components with their symbols.  	Based on the, activity what can you infer with given circuit diagrams? Circuit A: dimmer and the wer because of the upply. n't glow or the circuit cause the switch s open.	Match the circuit with its diagram.  	I. Multiple Choice: Read each
C.Presenting Examples/ instances of the new lesson	Now that you have learned from our previous lesson how to make a simple circuit, let us now study more about circuits as we investigate with batteries, voltages and light bulbs. Let us find out the effects of changing the number of components/ parts in the circuit Activity Proper: Light It Up!	Demonstrate: Making a diagram by replacing the components with their symbols. 	You have already determined from	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	E. Picture frames F. Windows of houses G. Glass doors covered with designed plastic H. Display cabinet door 3. Why do most people in tropical countries use white paint for their homes? E. To shade their house F. To absorb heat G. To makes feel cool and comfortable H. To decrease the temperature 4. Why light absorbed by the plants useful? E. It makes the plants green F. Over expose of plant to light makes plants die. G. Light is reflected and increasing its temperature. H. It makes the environment cool. 5. Why do people enjoy the shade of the tree during summer? E. It reflects light
D.Discussing new concepts and practicing new skills #1	Group reporting Explain the results of the activity. Presenting the data and observation table.	Group reporting Explain the results of the activity. Presenting the data and observation table.	1. Group reporting Explain the reasons the results of the activity.	1. Group reporting. 2. Verifying the results through an interactive activity. http://www.bbc.co.uk/schools/p	

<table>
<tr><td></td><td></td><td>Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more</td><td>Present the data and observation table 1 & 2</td><td>odsmission/electricity/annie02.shtl
http://www.learningcircuits.co.uk/flash/flashmain.swf</td><td rowspan="2">F. It absorbs light
G. It blocks light
H. It transmits light
6. A circuit has power supply, load, switch and a _____.
A. Battery C. Wires
B. Bulb D. Motor
7. What supplies energy in an electric circuit?
A. conductor C. Wire
K. Light bulb D. A battery
8. What needs to be done to this circuit so that the lamp lights up?
A. Close the switch C. Add a cell and close the circuit
B. Add another lamp D. Add a motor and close the switch
9. What component does this circuit symbol represent?
A. Bulb C. Cell/battery
B. Switch D. Motor
10. What is wrong with this circuit diagram?
A. There is no switch
B. There are two bulb
C. There is only one battery
D. There is missing wire 11. What is the function of a power source in a circuit? A. It provides a steady source of electricity B. It provides a means through which the circuit can be broken
C. It opens and closes the circuit
D. It resist the flow of electrons
12. What might happen if wires weren't protected with rubber or plastic? A. The power source will no longer provide a flow of current
B. We would be harmed from electric shock
C. The circuit would be broken
D. The current will not flow
13. In a simple series circuit, why does the bulb light when you close the switch?
A. Because the switch produces electricity
B. Because closing the switch</td></tr>
<tr><td>E.Discussing new concepts and practicing new skills #2</td><td>1. Teacher’s Input:
* If the activity is not enough to draw the concepts, do the Interactive activity for simulation.
http://www.sciencekids.co.nz/gamesactivities/electricitycircuits.html</td><td>Based on the activities we did, answer the following questions:
1. Does changing the load of a circuit affects the circuit? No, it doesn’t.
2. Can unjointed wires make the circuit work? Why? No, because the electric current won’t flow in an unjointed wires.
3. What is the function of the switch in a circuit? The switch opens and closes the circuit.
4. Can a circuit work even without a switch? Why? Yes. Because the current can still flow through the wires even without switch.</td><td>Analyze each diagram and answer each question.
Diagram 1: Can a bulb added in a circuit with twisted wires light up? Explain your answer.
Answer: Yes, the bulb will still light up because the circuit
has complete parts/components-the power
supply, the bulb and wires.
Diagram 2: Will the bulb light if you turn on any of the switches? Justify your answer.
Answer: Yes, because turning any of the switch
closes the circuit where the bulb is connected.
.
Diagram 3: Can bulbs A & B still work if you turn off the switch? Defend your answer.
Answer: Yes, because even is bulb C will not
light, still bulbs A & B is connected in a
closed circuit.</td><td>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</td></tr>
<tr><td>F.Developing Mastery</td><td> 
</td><td>Complete the following sentences by choosing the correct word from the box below.
1. If the switch is on, the circuit is _____. Therefore, the circuit will work.
2. When the switch is _____, the circuit is open. Therefore, the circuit won’t work.
3. In a circuit with unjointed wires, the motor _____ work.
4. A _____controls the circuit y opening and closing it.
5. An open circuit is a _____circuit.</td><td>Look at each circuit diagram below. If you think the bulb or bulbs
will light, put a check in the box. If you do not think the bulb or bulbs will light, put a cross in it.</td><td> 
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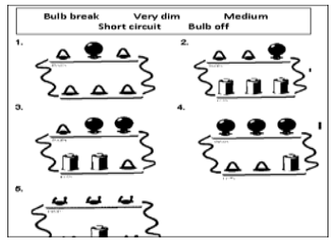
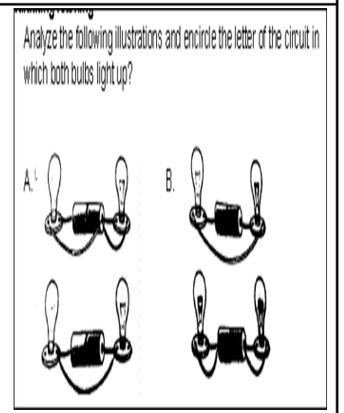
G.Finding Parctical application of concepts and skills in daily living	Electricity does a lot of work for us. We use it many times each day. It lights our homes, warms and cools our rooms, and helps us keep them clean. It cooks our food and washes the dishes. It really help us at home and most specially in the kitchen.	Electricity is very useful for us. But improper use of it will be dangerous. Activity: Is it SAFE or NOT? Tell whether each activity in using electricity SAFE or NOT SAFE. Use happy or sad emoji's for your answers. 1. Replacing broken wires or busted bulbs. 2. Turning off the switch when not in use. 3. Check your electrical connection twice a year. 4. Asking your 3 year old brother to turn on or off the switch. 5. Using octopus connection in running your appliances	Give your answer to each situation: 1. How can a motor spin faster? - Increase the voltage of the battery or add more battery. 2. How can a bulb be made dimmer? - Use a battery with smaller voltage or add more bulb.	The quantities voltage (battery), current (electrons) and resistance(bulb) are linked by the relationship: Resitance = voltage / current or R= V / I Wherein: The symbol for resistance is R, it is measured in ohms (Ω) The symbol for voltage is V, it is measured in volts (V) The symbol for current is I, it is measured in amperes (A) **Problem:** A torch (flashlight) takes a current of 0.3 amperes from a 3 volt battery. Calculate its resistance. Solve: Resitance = voltage / current or R= V / I Solution: R= 3V / 0.3A = 10A / 0.3 | 3 **R= 10 ampere or 10A**	completes the circuit C. Because closing the switch breaks the circuit D. Because the switch provides enough power supply 14. A battery is used to light a bulb as shown. A second bulb is connected by closing switch S. What happens to the bulbs? A. The right bulb goes out; the left bulb lights up. B. The right bulb gets dimmer; both bulbs have the same brightness. C. The right bulb gets brighter; both bulbs have the same brightness. D. The right bulb stays the same; the left bulb does not light. 15. A battery is used to light two bulbs as shown. What happens to bulb B when bulb A is unscrewed from its socket? A. Bulb B gets off C. Bulb B's gets lighted still B. Bulb B gets busted D. Impossible to determine
H.Making generalization and abstraction about the lesson	What are the effects of changing the number of components in a circuit? More batteries/voltage (power source) makes the bulb glow brightly but too much batteries/voltage (power source) can make the bulb busted. Adding more bulbs (load) can make the glow dimmer but lessening the bulb (load) will make it glow brighter. Longer wire makes it hard for the current to flow that is why the bulb glow dimmer.	What are the effects of changing the type of components in a circuit? · Changing the type load with the same power supply does not affect the circuit. It still works. · Unjointed wires does not allow the current to flow that is why the circuit will not work. · Switch opens and closes the circuit but it can still work even without it. Let see if you really understood the lesson by answering the questions.	What have you learned? I learned that… § Adding more batteries to a simple circuit will increase the electrical energy, which will make a bulb brighter. § Adding more bulbs to a simple circuit will reduce the electrical energy and make the bulbs dimmer. § Lengthening or twisting the wires in a simple circuit will reduce the electrical energy, as it has further to travel. The extra distance will make the bulb dimmer. § But too much batteries or too much load will make the circuit unusable.	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	
I.Evaluating learning	Directions: Read each item carefully. Choose the letter of the correct answer. 1. In a simple circuit with long (coiled) wire, 1.5 V and a bulb, why does the bulb gets dimmer? A. Because the power supply is not enough to light the bulb brighter. B. Because the load is too many. C. Because the wire is too long. D. Because the wire is too short. 2. Imagine a simple circuit with one 1.5V battery and one bulb. When the 1.5V battery is replaced with a 3V	Directions: Read each item carefully. Choose the letter of the correct answer. 1. Which statement is correct about electric current powered by a battery? A. It always flow clockwise. B. It gets used up as it goes around the circuit. C. It does not get used up as it goes around the circuit. D. All of the above. 2. What needs to be done to this circuit so that the lamp lights up? a. Close the switch b. Add another bulb/lamp c. Add another wire	Let see if you really understood the lesson. How bright do you think the bulb will be in these circuits? Choose the answer from the box. 		

	battery ... A. The bulb gets brighter. B. The bulb gets dimmer. C. The bulb stays at the same level of brightness. D. Nothing has changed. 3. Imagine a circuit with a 1.5V battery and one bulb and similar circuit with a 3V battery and two bulbs. Which has the brighter glow? A. The circuit with 1.5 V battery and one bulb. B. The circuit with 3V battery and two bulbs. C. The bulbs in both circuits are of similar brightness levels. D. The bulbs in both circuits won't lit. 4. Why might a bulb busted when 3 pieces 3V batteries are both connected across in a simple series circuit? A. There is not enough electricity flowing in the circuit. B. Too much electricity flows through the bulb's filament and the bulb blows. C. The batteries are not connected properly. D. The batteries are used up or uncharged. 5. What is the effect of changing the wire in a circuit from a straight short wire to a longer (coiled) thick wire? A. The bulbs become dimmer. B. The bulbs become brighter. C. The bulbs stays at the same level of brightness. D. Nothing has changed.	d. Add a cell /battery and close the switch 3. Which switch must be closed to make the lamps light? a. Only switch 1 b. Only switch 2 c. Switch 1 and 2 d. The lamp can still light up even the switches are open. 4. If lamp 1 is removed from its holder, what will happen to lamp 2? a. It will stay lit. 3 b. It will be busted. c. It will get dimmer. d. It won't work. 5. Which components do these symbols represent? a. bulb, motor, buzzer, switch b. buzzer, motor, bulb, power supply c. switch, buzzer, bulb, motor d. wire, switch, power supply, bulb			
J.additional activities for application or remediation	Draw the symbols for the following circuit components. 1. Cell/Battery 2. Bulb 3. Wire 4. Switch	Make a circuit diagram for each set of circuit components. 1. A circuit with a battery, a buzzer and a switch. 2. A circuit with 2 batteries, a bulb, a motor and a switch. 3. A circuit with 2 batteries, a buzzer, a bulb and 2 switches (one for each load)	Creative Writing: Write a reflection. What if electricity did not exist? How would you do ordinary things? What would you do for fun? Write how having an electricity could better your life. Also, describe how it could affect your life.	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					
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. ___Majority of the pupils finished their work on time. ___Some pupils did not finish their work on time due to unnecessary behavior.	___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. ___Some pupils did not finish their work on time due to unnecessary behavior.	___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. ___Some pupils did not finish their work on time due to unnecessary behavior.	___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. ___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.	*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.	*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.	*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,	*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

	___Schema-Building: **Examples:** Compare and contrast, jigsaw learning, peer teaching, and projects. **___Contextualization**: **Examples:** Demonstrations, media, manipulatives, 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	**___Schema-Building**: **Examples:** Compare and contrast, jigsaw learning, peer teaching, and projects. **___Contextualization**: **Examples:** Demonstrations, media, manipulatives, 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	**___Schema-Building**: **Examples:** Compare and contrast, jigsaw learning, peer teaching, and projects. **___Contextualization**: **Examples:** Demonstrations, media, manipulatives, 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	jigsaw learning, peer teaching, and projects. **___Contextualization**: **Examples:** Demonstrations, media, manipulatives, 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	learning, peer teaching, and projects. **___Contextualization**: **Examples:** Demonstrations, media, manipulatives, 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