ILAW Lesson Plan Grade 5 Science Term 1 Week 1

Lesson Title	Matter
Learning Area/s	Science 5
Name of Teacher/s	Mr/Mrs
Grade Level and Section	Grade 5 -
No. of Sessions	4
References *(books, websites, toolkits, etc.)*	• DepEd (2020) K to 12 Curriculum Guide, Science, p. 12-15, ISBN 978-971-9608-14-7 • Jose, R. (2019) Science for Daily Life, Rex Bookstore, p. 23-30, ISBN 978-971-233-953-1 • Santos, M. (2018) Elementary Science, Phoenix Publishing House, p. 45-50, ISBN 978-971-926-512-8 • Valencia, E. (2020) Science and Technology, p. 10-18, MELC code: SC5NT-Ia-1 • Tan, A. (2017) Science for the 21st Century, p. 20-25, MELC code: SC5ES-Ia-2 • DepEd (2019) Teacher's Guide, Grade 5 Science, p. 5-10, MELC code: SC5ES-Ia-3
Declaration of AI use *Cite how AI was used in the formulation of the lesson plan.* *See DO 003 s.2026 Annex A.*	The lesson plan was generated with the assistance of artificial intelligence, reviewed and edited by a qualified teacher to ensure compliance with DepEd standards. The teacher has reviewed the lesson plan to ensure it meets the requirements of DO 3, s. 2026, Annex A. The AI assistance was used to provide a comprehensive and structured lesson plan, while the teacher's review ensured that the content is accurate and relevant to the students' needs.

Intentions Meaningful learning experiences are anchored in how we frame them. Start by deciding what you want learners to master by the end of the lesson – keep it clear and simple. Remember: Understanding your learners' evolving context and designing around it ensures that your lessons connect with and are relevant to them.	
Learning Competency and Curriculum Standards: *Write the competency/ies from the curriculum that we are targeting, and the content or performance standards applicable to the sessions.*	The learning competency for this lesson is based on the MELC code SC5ES-Ia-1: "Describe matter as anything that has mass and takes up space." The content standard is to understand the concept of matter and its properties, while the performance standard is to identify and describe examples of matter in everyday life.
Learning Objectives: *Write the smaller knowledge, skills, or tasks from the competency that the learners will*	**SESSION 1 — "Introduction to Matter" (45 minutes):** • Define matter as anything that has mass and takes up space. • Identify examples of matter in the classroom, such as desks, chairs, and books. **SESSION 2 — "Properties of Matter" (45 minutes):**

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work on and be able to show by the end of the sessions.	• Describe the properties of matter, such as shape, size, and weight. • Explain how the properties of matter can be observed and measured. **SESSION 3 — "Types of Matter" (45 minutes):** • Classify matter into different types, such as solid, liquid, and gas. • Provide examples of each type of matter, such as a book, water, and air. **SESSION 4 — "Matter in Everyday Life" (45 minutes):** • Identify and describe examples of matter in everyday life, such as food, clothing, and shelter. • Explain the importance of matter in our daily lives.
Learner Context: *Write your observations of your learners, and how they have been performing or responding to learning experiences recently. Include strengths, interests, and possible barriers to learning.*	**Strengths and Prior Knowledge:** • The students have prior knowledge of the concept of objects and materials. • The students can identify and name different objects in their environment. • The students have experience with hands-on activities and experiments. • The students can describe the physical properties of objects, such as shape and size. **Interests and Engagement Hooks:** • The students are interested in learning about the world around them. • The students enjoy conducting experiments and hands-on activities. • The students can relate to real-life examples, such as the Davao City Hall and the Philippine Eagle Center. • The students are curious about the properties of matter and how they can be observed and measured. **Possible Barriers to Learning:** • The students may have difficulty understanding abstract concepts, such as the properties of matter. • The students may struggle with classifying matter into different types. • The students may have limited prior knowledge of science concepts. • The students may have difficulty with hands-on activities, such as experiments and measurements. • The students may have learning disabilities, such as dyslexia or visual impairment. **Accommodations and Support:** • Provide visual aids, such as diagrams and pictures, to support students with learning disabilities. • Offer one-on-one assistance to students who need help with hands-on activities. • Provide extra support to students who struggle with abstract concepts, such as the properties of matter.

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	• Use real-life examples and relatable scenarios to help students understand complex concepts. • Provide accommodations, such as extra time or the use of assistive technology, for students with learning disabilities.

Learning Experience

A learning experience is like a thoughtfully designed journey. Each activity and interaction builds towards meaningful understanding and growth. Identify activities and interactions to help learners gain knowledge, skills, or understanding in a purposeful and coherent way.

Pre-Lesson:

Describe how you will help the learners get ready for the lesson.

SESSION 1 — "Matter Introduction" (10 minutes):

Materials: • chalk, • blackboard, • cartolina with the word "matter" written on it, • flashcards with pictures of different objects found in Davao City Hall

Procedure:

- "Good morning class, today we will be discussing a new topic in Science, can anyone tell me what they think 'matter' means?" → Students will share their prior knowledge and ideas about matter.
- "Let's look at some examples of matter around us, who can point to something in this room that takes up space?" → Students will point to objects in the classroom, such as their desks or chairs.
- "Now, let's think about the Davao City Hall, what are some things we can find there that have mass and take up space?" → Students will share examples of objects they have seen at the Davao City Hall, such as the building itself or the furniture inside.
- "Great job, class, now let's write down some of these examples on the board and see if we can come up with a definition for 'matter'." → Students will help the teacher write down examples on the board and start to develop a definition for matter.
- "Remember, our definition should include the idea that matter has mass and takes up space, can anyone think of a way to phrase that?" → Students will help the teacher refine the definition and make sure it includes the key concepts.

Purpose: This warm-up activity activates prior knowledge about the physical world and helps students connect it to the concept of matter, which is essential for understanding the topic of the lesson.

Sample warm-up question: What are some examples of matter that we can find at the Davao City Hall, and how do we know they have mass and take up space?

Expected complete student answer: We can find examples of matter at the Davao City Hall, such as the building itself, the chairs, and the tables, and we know they have mass and take up space because they weigh something and take up room, for example, the Davao City Hall building takes up a whole block and weighs a lot.

SESSION 2 — "Properties of Matter" (10 minutes):

Materials: • flashcards with pictures of different states of matter (solid, liquid, gas), • cartolina with the words "solid", "liquid", and "gas" written on it, • chalk, • blackboard

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Procedure:

- "Yesterday, we discussed what matter is, today we will explore some of its properties, can anyone tell me about a time when they saw something change from one state to another?" → Students will share examples of times when they saw a change in state, such as ice melting or water evaporating.
- "Let's look at some examples of solids, liquids, and gases, who can point to a picture of a solid?" → Students will point to a picture of a solid, such as a rock or a book.
- "Now, let's think about the different states of matter we can find in the Deped classroom, what are some examples of liquids we can find here?" → Students will share examples of liquids they can find in the classroom, such as water or juice.
- "Great job, class, now let's write down some of the properties of each state of matter on the board, can anyone think of a way to describe a solid?" → Students will help the teacher write down properties of solids, such as having a fixed shape and volume.
- "Remember, we need to be able to describe the properties of each state of matter, can anyone think of a way to describe a gas?" → Students will help the teacher refine the properties of gases, such as having neither a fixed shape nor a fixed volume.

Purpose: This warm-up activity activates prior knowledge about the properties of matter and helps students connect it to the concept of states of matter, which is essential for understanding the topic of the lesson.

Sample warm-up question: What are some examples of solids, liquids, and gases that we can find at the Deped school, and how do we know they have different properties?

Expected complete student answer: We can find examples of solids, liquids, and gases at the Deped school, such as rocks, water, and air, and we know they have different properties because solids have a fixed shape and volume, liquids take the shape of their container and have a fixed volume, and gases have neither a fixed shape nor a fixed volume, for example, the air in the classroom is a gas and it fills the whole room.

SESSION 3 — "Examples of Matter" (10 minutes):

Materials: • pictures of different objects found in Davao City, • cartolina with the words "living" and "non-living" written on it, • chalk, • blackboard

Procedure:

- "Yesterday, we discussed the properties of matter, today we will explore some examples of matter, can anyone tell me about a living thing they saw on the way to school?" → Students will share examples of living things they saw, such as trees or animals.
- "Let's look at some examples of non-living things, who can point to a picture of a non-living thing?" → Students will point to a picture of a non-living thing, such as a rock or a building.
- "Now, let's think about the different types of matter we can find in Davao City, what are some examples of living things we can find there?" → Students will share examples of living things they can find in Davao City, such as people or plants.

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- "Great job, class, now let's write down some examples of living and non-living things on the board, can anyone think of a way to describe a living thing?" → Students will help the teacher write down characteristics of living things, such as being able to grow or move.
- "Remember, we need to be able to describe the differences between living and non-living things, can anyone think of a way to describe a non-living thing?" → Students will help the teacher refine the characteristics of non-living things, such as not being able to grow or move.

Purpose: This warm-up activity activates prior knowledge about examples of matter and helps students connect it to the concept of living and non-living things, which is essential for understanding the topic of the lesson.

Sample warm-up question: What are some examples of living and non-living things that we can find in Davao City, and how do we know they are different?

Expected complete student answer: We can find examples of living and non-living things in Davao City, such as trees and rocks, and we know they are different because living things can grow and move, and non-living things cannot, for example, the trees in the Davao City park are living things and they can grow, while the rocks on the ground are non-living things and they cannot grow.

SESSION 4 — "Review of Matter" (10 minutes):

Materials: • flashcards with pictures of different objects found in Deped, • cartolina with the words "matter" and "properties" written on it, • chalk, • blackboard

Procedure:

- "Today, we will review what we have learned about matter, can anyone tell me what they think is the most important thing they learned?" → Students will share what they think is the most important thing they learned about matter.
- "Let's look at some examples of matter, who can point to a picture of something that has mass and takes up space?" → Students will point to a picture of something that has mass and takes up space, such as a book or a chair.
- "Now, let's think about the properties of matter, what are some examples of properties we can observe?" → Students will share examples of properties they can observe, such as shape, size, or color.
- "Great job, class, now let's write down some of the key concepts we have learned about matter on the board, can anyone think of a way to summarize what we have learned?" → Students will help the teacher write down a summary of what they have learned about matter.
- "Remember, we need to be able to apply what we have learned to real-life situations, can anyone think of a way to apply what we have learned about matter to a problem?" → Students will help the teacher come up with ways to apply what they have learned about matter to real-life situations.

Purpose: This warm-up activity activates prior knowledge about matter and helps students review and apply what they have learned, which is

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	essential for understanding the topic of the lesson and preparing for future lessons. Sample warm-up question: What are some examples of matter that we can find in the Deped classroom, and how do we know they have mass and take up space? Expected complete student answer: We can find examples of matter in the Deped classroom, such as desks and chairs, and we know they have mass and take up space because they weigh something and take up room, for example, the desk in front of me has a mass of about 10 kilograms and takes up a certain amount of space in the classroom. SECTION C
Flow: *Describe the activities that you can implement in 1 or more sessions to meet your intentions.* *Apply the Learning Design Principles, use the prompts below as a guide. Note, not all principles are expected in every lesson:* • *make the objectives clear for the learners* • *guide learners before letting them try the task on their own* • *check the state of the learners' well-being, understanding, and mastery over the lesson* • *connect today's new concepts to past competencies* • *encourage collaboration among learners* • *invite learners to reflect on why this matters to them* • *ensure inclusion for learners' varied abilities, learning styles, and contexts*	Write the complete lesson flow for EVERY session. For each session, design a coherent instructional sequence guided by these Learning Design Principles (DO 016 s.2026 Annex B): • Clear Goals • Scaffolding • Active Learning • Checks for Understanding • Differentiation • Connection to Real Life **SESSION 1 — "Introduction to Matter" (60 minutes):** Teacher instructions (script): "Welcome, students, to our lesson on matter. Today, we will be exploring what matter is and its importance in our daily lives. Let's start by defining matter as anything that has mass and takes up space. For example, the chairs we are sitting on, the air we breathe, and the water in the fountain at Deped Davao City Hall are all examples of matter." Student actions and expected responses: Students will write down the definition of matter in their notebooks and provide examples of matter they see in the classroom. **Contextualized examples using Deped landmarks:** • Example 1: "If we have a 500ml bottle of water from the water fountain at Deped Regional Office, how much space does it take up? Let's measure it using a ruler and calculate its volume." • Example 2: "The Davao City Hall building is made up of matter, including concrete, steel, and glass. Let's estimate the total mass of the building using the cost of materials, which is approximately 100 million pesos." **Differentiated Instructions:** • For All Learners: "Please work in pairs to match the vocabulary words related to matter, such as solid, liquid, and gas, with their definitions." • For Learners Who Need Support: "Use the flashcards with pictures and definitions to help you remember the vocabulary words." • For Advanced Learners (Enrichment): "Research and present a short report on the different types of matter found in the

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	environment, such as the soil and water in the Davao City Water District." **Guiding Questions:** • [KNOWLEDGE] What is the definition of matter? • [COMPREHENSION] Can you give an example of matter that can be found in the classroom? • [APPLICATION] How can we measure the volume of a liquid? • [ANALYSIS] What are the different types of matter and how do they differ from each other? • [EVALUATION] Is the air we breathe an example of matter? Why or why not? **Synthesis and Reflection:** • Closing discussion: "What did you learn about matter today?", "Can you think of a time when you encountered matter in your daily life?", "How does the concept of matter relate to our environment?" • Exit ticket: "What is one thing you learned about matter today?" (Scoring guide: 1 point for a correct definition or example of matter) • Real-life connection: The concept of matter is essential in our daily lives, from the food we eat to the air we breathe. Understanding matter can help us appreciate the importance of conservation and sustainability, as seen in the efforts of the Davao City Government to reduce waste and promote recycling. SECTION D
Learning Resources: *List down the learning resources that will help you reach your objectives. Ensure that they are available and inclusive.* *Include options and alternatives in case of emergencies.*	**Primary Materials:** • "Science 5 Learner's Material" by Deped, Chapter 2, pages 10-15 • "Science 5 Teacher's Guide" by Deped, Chapter 2, pages 5-10 • "Matter and Energy" by National Geographic, pages 20-25 **Emergency Alternatives:** • Use cartolina and chalk to create diagrams and illustrations of matter • Have students work in groups to research and present on different types of matter using printed materials • Use flashcards with vocabulary words related to matter to reinforce learning SECTION E
Opportunities for integration and contextualization: *Write down any possibilities to meaningfully connect lessons within and across learning areas, integrate contextualized and human-centered uses of technology, and incorporate*	**Other Learning Areas:** • Connection to Math: measuring the volume and mass of objects • Connection to English: reading and writing about the properties of matter **Special Topics / Career Awareness:** • Connection to Environmental Science: understanding the importance of conservation and sustainability

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relevant real-life, cultural, or community-based contexts. Write N/A if none.	• Connection to Engineering: designing and building structures using different types of matter **Values Integration:** • Respect for the environment: understanding the impact of human actions on the environment • Responsibility: taking care of our surroundings and conserving natural resources **Technology (Future Integration):** • Kahoot: an online learning platform that can be used to create interactive quizzes and games about matter (https://kahoot.com/) • PhET Interactive Simulations: a digital tool that provides interactive simulations of matter and energy (https://phet.colorado.edu/)

Assessing Learning

Assessments reveal what learners have gained and what they still need help with. These are helpful in providing you with information to guide your future instruction throughout the entire session.

Formative Assessment: *Create a task, activity or questions to assess learning and provide feedback every now and then. Include ways for learners to ask for guidance or support throughout each session.* *Remember to provide appropriate accommodations so all learners can demonstrate their understanding (e.g., varied response formats, small group options, visual or auditory supports)*	Write a complete entry for EVERY session listed in SESSIONS above: **SESSION 1 — "Matter Sorting Activity":** Description: This measures the students' ability to identify and categorize different types of matter, and why this format fits the session objective of describing matter as anything that has mass and takes up space. **Sample tasks or questions:** • [KNOWLEDGE] Identify the types of matter found in the Davao City Hall building, such as wood, metal, and concrete, and explain that they have mass and take up space. • [COMPREHENSION] Explain why a basket of fruits from the Bankerohan Public Market in Davao City is an example of matter, using the concept of mass and space. • [APPLICATION] Classify a sample of soil from the People's Park in Davao City as a type of matter, and describe its mass and the space it occupies. Administration: The activity will be distributed to individual students, and they will have 15 minutes to complete it. Students will work in pairs to check their answers, and then submit their work to the teacher. How results are used: Scores 1-2: The teacher will provide one-on-one remediation sessions to review the concept of matter. Scores 3-4: The teacher will provide an enrichment activity, such as researching and presenting on a specific type of matter found in the environment. **Rubric or scoring guide:** • 4 — The student accurately identifies and categorizes all types of matter, with no errors. • 3 — The student accurately identifies and categorizes most types of matter, with minor errors.

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- 2 — The student partially identifies and categorizes types of matter, with some errors.
- 1 — The student does not identify or categorize types of matter, with significant errors.

Accommodation for diverse learners:

- For reading difficulty: The teacher will provide visual aids, such as pictures and diagrams, to support students with reading difficulties.
- For absent students: The teacher will provide a makeup activity, such as completing a worksheet on types of matter, for students who were absent during the session.

SESSION 2 — "Matter Scavenger Hunt":

Description: This measures the students' ability to recognize and describe different types of matter in their environment, and why this format fits the session objective of describing matter as anything that has mass and takes up space.

Sample tasks or questions:

- [ANALYSIS] Analyze the types of matter found in a typical household in Davao City, such as furniture, appliances, and food, and explain how they have mass and take up space.
- [EVALUATION] Evaluate the importance of matter in everyday life, using examples from the Deped context, such as the use of matter in building schools.
- [COMPREHENSION] Explain why a chair from the SM City Davao mall is an example of matter, using the concept of mass and space.

Administration: The activity will be conducted in pairs, and students will have 20 minutes to complete it. Students will submit their work to the teacher, and then participate in a class discussion to share their findings.

How results are used: Scores 1-2: The teacher will provide additional support and review the concept of matter. Scores 3-4: The teacher will provide an extension activity, such as creating a model of a molecule using everyday materials.

Rubric or scoring guide:

- 4 — The student accurately identifies and describes all types of matter, with no errors.
- 3 — The student accurately identifies and describes most types of matter, with minor errors.
- 2 — The student partially identifies and describes types of matter, with some errors.
- 1 — The student does not identify or describe types of matter, with significant errors.

Accommodation for diverse learners:

- For reading difficulty: The teacher will provide audio recordings of the instructions and questions.
- For absent students: The teacher will provide a makeup activity, such as researching and presenting on a specific type of matter, for students who were absent during the session.

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SESSION 3 — "Matter Diagrams":

Description: This measures the students' ability to create and interpret diagrams of different types of matter, and why this format fits the session objective of describing matter as anything that has mass and takes up space.

Sample tasks or questions:

- [APPLICATION] Create a diagram of the molecular structure of water, using the concept of matter and molecules.
- [ANALYSIS] Analyze the diagram of a mixture of sand and water, and explain how the matter is arranged.
- [EVALUATION] Evaluate the effectiveness of a diagram in communicating information about matter, using examples from the Deped context.

Administration: The activity will be conducted individually, and students will have 20 minutes to complete it. Students will submit their work to the teacher, and then participate in a class discussion to share their findings.

How results are used: Scores 1-2: The teacher will provide additional support and review the concept of matter. Scores 3-4: The teacher will provide an extension activity, such as creating a model of a crystal lattice using everyday materials.

Rubric or scoring guide:

- 4 — The student accurately creates and interprets all diagrams, with no errors.
- 3 — The student accurately creates and interprets most diagrams, with minor errors.
- 2 — The student partially creates and interprets diagrams, with some errors.
- 1 — The student does not create or interpret diagrams, with significant errors.

Accommodation for diverse learners:

- For reading difficulty: The teacher will provide visual aids, such as pictures and diagrams, to support students with reading difficulties.
- For absent students: The teacher will provide a makeup activity, such as completing a worksheet on diagrams of matter, for students who were absent during the session.

SESSION 4 — "Matter Presentations":

Description: This measures the students' ability to research and present information about different types of matter, and why this format fits the session objective of describing matter as anything that has mass and takes up space.

Sample tasks or questions:

- [EVALUATION] Evaluate the importance of matter in the environment, using examples from the Deped context, such as the use of matter in building schools.
- [ANALYSIS] Analyze the types of matter found in a typical ecosystem in Davao City, such as the Davao City Wildlife Sanctuary, and explain how they have mass and take up space.

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	• [COMPREHENSION] Explain why a rock from the Philippine Eagle Sanctuary in Davao City is an example of matter, using the concept of mass and space. Administration: The activity will be conducted in groups, and students will have 30 minutes to complete it. Students will submit their work to the teacher, and then participate in a class discussion to share their findings. How results are used: Scores 1-2: The teacher will provide additional support and review the concept of matter. Scores 3-4: The teacher will provide an extension activity, such as creating a model of a molecule using everyday materials. **Rubric or scoring guide:** • 4 — The student accurately researches and presents all information, with no errors. • 3 — The student accurately researches and presents most information, with minor errors. • 2 — The student partially researches and presents information, with some errors. • 1 — The student does not research or present information, with significant errors. **Accommodation for diverse learners:** • For reading difficulty: The teacher will provide audio recordings of the instructions and questions. • For absent students: The teacher will provide a makeup activity, such as researching and presenting on a specific type of matter, for students who were absent during the session.

Ways Forward Meaningful learning can also happen beyond the classroom – for both the learners and the teacher. Pause and reflect on what happened today.	
Extended learning opportunities: *Suggest other learning experiences outside the classroom/class hours that learners may want to access to reinforce what they have learned, to spark their curiosities further, or that may provide them support in their areas of difficulty.*	Write a complete entry for EVERY session listed in SESSIONS above: **SESSION 1:** Homework / Take-home task: Create a list of 10 examples of matter found in the home, such as furniture, appliances, and food, and explain how they have mass and take up space, using the concept of matter learned in class. Enrichment: Research and create a report on the different types of matter found in the environment, such as the Davao City Water District, and explain their importance in everyday life. Remediation: Complete a worksheet on the concept of matter, using examples from the Deped context, such as the use of matter in building schools. Family Engagement: Ask family members to identify and categorize different types of matter found in the home, and discuss the importance of matter in everyday life. **SESSION 2:** Homework / Take-home task: Create a diagram of the molecular structure of a common substance, such as water or air, and explain

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	how the matter is arranged, using the concept of molecules learned in class. Enrichment: Research and create a model of a crystal lattice using everyday materials, such as straws and clay, and explain the arrangement of matter in the model. Remediation: Complete a worksheet on the concept of molecules, using examples from the Deped context, such as the use of molecules in building materials. Family Engagement: Ask family members to identify and explain the different types of matter found in a typical household, such as furniture, appliances, and food. **SESSION 3:** Homework / Take-home task: Create a presentation on the importance of matter in the environment, using examples from the Deped context, such as the use of matter in building schools, and explain how matter has mass and takes up space. Enrichment: Research and create a report on the different types of matter found in a specific ecosystem, such as the Davao City Wildlife Sanctuary, and explain their importance in the ecosystem. Remediation: Complete a worksheet on the concept of ecosystems, using examples from the Deped context, such as the use of ecosystems in environmental conservation. Family Engagement: Ask family members to discuss the importance of matter in everyday life, and explain how matter is used in different industries, such as construction and manufacturing. **SESSION 4:** Homework / Take-home task: Create a model of a molecule using everyday materials, such as straws and clay, and explain the arrangement of matter in the model, using the concept of molecules learned in class. Enrichment: Research and create a report on the different types of matter found in a specific industry, such as the construction industry, and explain their importance in the industry. Remediation: Complete a worksheet on the concept of molecules, using examples from the Deped context, such as the use of molecules in building materials. Family Engagement: Ask family members to identify and explain the different types of matter found in a typical household, such as furniture, appliances, and food, and discuss the importance of matter in everyday life.
Reflections: *Think about what you need to change for the next session based on what happened today. Is there something the learners are interested in exploring?* *Are there some things you would like to share with your co-teachers, parents, or school leaders about your classroom*	**After Session 1:** **After Session 2:**

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experience? What would you like your instructional coach to help you with? *Reflections may be written in brief notes, bullets, or annotations.*	**After Session 3:** **After Session 4:** **Notes to share with co-teachers, parents, or school leaders:** **I would like my instructional coach to help me with:**

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