

 GRADES 1 to 12 DAILY LESSON LOG	School		Grade Level	V
	Teacher		Learning Areas	SCIENCE
	Teaching Dates and Time	FEBRUARY 27 – MARCH 3, 2023 (WEEK 3)	Quarter	III

	Monday	Tuesday	Wednesday	Thursday	Friday
I. OBJECTIVES	After investigating, learners will decide whether materials are safe and useful based on their properties. They will also infer that new materials may form when there are changes in properties. Learners will develop healthful and hygienic practices related to the reproductive system after describing changes that accompany puberty. They will compare different modes of reproduction among plant and animal groups and conduct an investigation on pollination. They will also make decisions about the preservation of estuaries and intertidal zones. Learners will recognize that different materials react differently with heat, light, and sound. They will relate these abilities of materials to their specific uses. Learners will describe the changes that earth materials undergo. They will learn about the effects of typhoons and make emergency plans with their families in preparation for typhoons. They will also observe patterns in the natural events by observing the appearance of the Moon				
A. Content Standards	The learners... demonstrate understanding of a simple DC circuit and the relationship between electricity and magnetism in electromagnets	The learners... demonstrate understanding of a simple DC circuit and the relationship between electricity and magnetism in electromagnets	The learners... demonstrate understanding of a simple DC circuit and the relationship between electricity and magnetism in electromagnets	The learners... demonstrate understanding of a simple DC circuit and the relationship between electricity and magnetism in electromagnets	The learners... demonstrate understanding of a simple DC circuit and the relationship between electricity and magnetism in electromagnets
B. Performance Standards	The learners... propose an unusual tool or device using electromagnet that is useful for home, school or community	The learners... propose an unusual tool or device using electromagnet that is useful for home, school or community	The learners... propose an unusual tool or device using electromagnet that is useful for home, school or community	The learners... propose an unusual tool or device using electromagnet that is useful for home, school or community	The learners... propose an unusual tool or device using electromagnet that is useful for home, school or community
C. Learning Competencies/Objectives Write the LC code for each	The learners... propose an unusual tool or device using electromagnet that is useful for home, school or community	The learners... propose an unusual tool or device using electromagnet that is useful for home, school or community	The learners... propose an unusual tool or device using electromagnet that is useful for home, school or community	The learners... propose an unusual tool or device using electromagnet that is useful for home, school or community	The learners... propose an unusual tool or device using electromagnet that is useful for home, school or community
II. CONTENT	Electricity and Magnetism Circuits Electromagnets	Electricity and Magnetism Circuits Electromagnets	Electricity and Magnetism Circuits Electromagnets	Electricity and Magnetism Circuits Electromagnets	Electricity and Magnetism Circuits Electromagnets
III. LEARNING RESOURCES					
A. References					
1. Teacher's Guide pages					
2. Learner's Material pages					
3. Textbook pages	Breaking Through Science 5 ,C&E Publishing, Inc.p.90-101 T.M. Science for Daily Use 4, Revised Edition 2011 p. 146-160	Breaking Through Science 5 ,C&E Publishing, Inc.p.90-101 T.M. Science for Daily Use 4, Revised Edition 2011 p. 146-160	Breaking Through Science 5 ,C&E Publishing, Inc.p.90-101 T.M. Science for Daily Use 4, Revised Edition 2011 p. 146-160	Breaking Through Science 5 ,C&E Publishing, Inc.p.90-101 T.M. Science for Daily Use 4, Revised Edition 2011 p. 146-160	Breaking Through Science 5 ,C&E Publishing, Inc.p.90-101 T.M. Science for Daily Use 4, Revised Edition 2011 p. 146-160

4. Additional Materials from Learning Resource (LR) portal					
B. Other Learning Resources					
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	Show the difference of an Area from a Volume by showing a the Area of a bond paper and a volume of a box by filling it with small boxes. Show a thermometer and demonstrate the its use.	Show the difference of an Area from a Volume by showing a the Area of a bond paper and a volume of a box by filling it with small boxes. Show a thermometer and demonstrate the its use.	Play a game of charade. Divide the class into 3 groups Pick a card, then act the word in class. The group that answers as many correct answer wins. (words: jump, cook, cut the grass, clean the car)	Play a game of charade. Divide the class into 3 groups Pick a card, then act the word in class. The group that answers as many correct answer wins. (words: jump, cook, cut the grass, clean the car)	Play a game of charade. Divide the class into 3 groups Pick a card, then act the word in class. The group that answers as many correct answer wins. (words: jump, cook, cut the grass, clean the car)
B. Establishing a purpose for the lesson	Use appropriate measuring tools and correct standard units	Use appropriate measuring tools and correct standard units	Describe the motion of an object by tracing and measuring its change in position (distance travelled) over a period of time	Describe the motion of an object by tracing and measuring its change in position (distance travelled) over a period of time	Describe the motion of an object by tracing and measuring its change in position (distance travelled) over a period of time
C. Presenting examples/instances of the new lesson	Show different objects such as a book, water, and a stone. Ask pupils how can the volume of these materials be measured? Call a pupil and help her demonstrate how to measure the volume of a regular shaped solid by the formula $V = l \times w \times h$. Call a pupil and help him demonstrate how to measure the volume of a liquid by the use of a graduated cylinder. Call another pupil and help her demonstrate how to measure the volume of an irregular shaped solid. Call another pupil to demonstrate how to measure the volume of gas. Call a pupil to read the measure of the temperature in the thermometer. Divide the pupils in groups with 5 members each. Each group will measure the volume of a regular shaped solid, a liquid, an irregular shaped solid	Show different objects such as a book, water, and a stone. Ask pupils how can the volume of these materials be measured? Call a pupil and help her demonstrate how to measure the volume of a regular shaped solid by the formula $V = l \times w \times h$. Call a pupil and help him demonstrate how to measure the volume of a liquid by the use of a graduated cylinder. Call another pupil and help her demonstrate how to measure the volume of an irregular shaped solid. Call another pupil to demonstrate how to measure the volume of gas. Call a pupil to read the measure of the temperature in the thermometer. Divide the pupils in groups with 5 members each. Each group will measure the volume of a regular shaped solid, a liquid, an irregular shaped solid	Activity 1 Change my position 1. Group pupils into 6 groups. 2. Each group will be given a pebble. 3. Think of ways on how to change the position of the pebble using force. 4. List your observation in the table below.	Activity 1 Change my position 1. Group pupils into 6 groups. 2. Each group will be given a pebble. 3. Think of ways on how to change the position of the pebble using force. 4. List your observation in the table below.	Activity 1 Change my position 1. Group pupils into 6 groups. 2. Each group will be given a pebble. 3. Think of ways on how to change the position of the pebble using force. 4. List your observation in the table below.

	Ask the pupils to record the volume in the table.	Ask the pupils to record the volume in the table.			
D. Discussing new concepts and practicing new skills #1	-ACTIVITY-	ACTIVITY-	-activity-	-activity-	-activity-
E. Discussing new concepts and practicing new skills #2	ACTIVITY-	ACTIVITY-	ACTIVITY-	ACTIVITY-	ACTIVITY-
F. Developing mastery (Leads to Formative Assessment 3)	ACTIVITY-	ACTIVITY-	ACTIVITY-	ACTIVITY-	ACTIVITY-
G. Finding practical applications of concepts and skills in daily living	ACTIVITY-	ACTIVITY-	ACTIVITY-	ACTIVITY-	ACTIVITY-
H. Making generalizations and abstractions about the lesson	Volume is a measure of the amount of space that a substance or an object takes up. The basic SI unit for volume is the cubic meter (m³), but smaller volumes may be measured in cm³, and liquids may be measured in liters (L) or milliliters (mL). How the volume of matter is measured depends on its state. - The volume of a liquid is measured with a measuring container, such as a measuring cup or graduated cylinder. - The volume of a gas depends on the volume of its container: gases expand to fill whatever space is available to them. - The volume of a regularly shaped solid can be calculated from its dimensions. For example, the volume of a rectangular solid is the product of its	Volume is a measure of the amount of space that a substance or an object takes up. The basic SI unit for volume is the cubic meter (m³), but smaller volumes may be measured in cm³, and liquids may be measured in liters (L) or milliliters (mL). How the volume of matter is measured depends on its state. - The volume of a liquid is measured with a measuring container, such as a measuring cup or graduated cylinder. - The volume of a gas depends on the volume of its container: gases expand to fill whatever space is available to them. - The volume of a regularly shaped solid can be calculated from its dimensions. For example, the volume of a rectangular solid is the product of its	An object is in <i>motion</i> when it is continuously changing its position relative to a reference point and as observed by a person or detection device. In other words, motion is a study of relative position, speed, and acceleration. The whole world is in motion. People walking, birds flying, leaves falling, wheels turning – all of these actions involve movement. Movement occurs when an object changes place. Force – the act of a push or a pull – is needed to make something move. In people and animals, the force is exerted by muscles; in inanimate objects, the force is produced by some outside source.	An object is in <i>motion</i> when it is continuously changing its position relative to a reference point and as observed by a person or detection device. In other words, motion is a study of relative position, speed, and acceleration. The whole world is in motion. People walking, birds flying, leaves falling, wheels turning – all of these actions involve movement. Movement occurs when an object changes place. Force – the act of a push or a pull – is needed to make something move. In people and animals, the force is exerted by muscles; in inanimate objects, the force is produced by some outside source.	An object is in <i>motion</i> when it is continuously changing its position relative to a reference point and as observed by a person or detection device. In other words, motion is a study of relative position, speed, and acceleration. The whole world is in motion. People walking, birds flying, leaves falling, wheels turning – all of these actions involve movement. Movement occurs when an object changes place. Force – the act of a push or a pull – is needed to make something move. In people and animals, the force is exerted by muscles; in inanimate objects, the force is produced by some outside source.

	length, width, and height. • The volume of an irregularly shaped solid can be measured by the displacement method. • Temperature is a degree of hotness or coldness the can be measured using a thermometer. It's also a measure of how fast the atoms and molecules of a substance are moving. Temperature is measured in degrees on the Fahrenheit, Celsius, and Kelvin scales. Discuss how convert Celsius to Fahrenheit then Fahrenheit to Celsius. Convert from Celsius to Fahrenheit To convert Celsius to Fahrenheit, multiply the degree by 1.8 and add 32. Example: Convert 25°C to °F. $F = 1.8 (25) + 32$ $= 45 + 32 = 77^{\circ}\text{F}$ Convert from Fahrenheit to Celsius Use the formula below to convert each Fahrenheit degree into Celsius. $C = (F - 32) * (5/9)$ Example: Convert 77°F to °C. $C = (77 - 32) * (5/9) = 45 * 5/9 = 225/9 = 25^{\circ}\text{C}$	length, width, and height. • The volume of an irregularly shaped solid can be measured by the displacement method. • Temperature is a degree of hotness or coldness the can be measured using a thermometer. It's also a measure of how fast the atoms and molecules of a substance are moving. Temperature is measured in degrees on the Fahrenheit, Celsius, and Kelvin scales. Discuss how convert Celsius to Fahrenheit then Fahrenheit to Celsius. Convert from Celsius to Fahrenheit To convert Celsius to Fahrenheit, multiply the degree by 1.8 and add 32. Example: Convert 25°C to °F. $F = 1.8 (25) + 32$ $= 45 + 32 = 77^{\circ}\text{F}$ Convert from Fahrenheit to Celsius Use the formula below to convert each Fahrenheit degree into Celsius. $C = (F - 32) * (5/9)$ Example: Convert 77°F to °C. $C = (77 - 32) * (5/9) = 45 * 5/9 = 225/9 = 25^{\circ}\text{C}$			
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I. Evaluating learning	Find the Volume of each of the following rectangles 1. 2 cm x 5 cm x 1 cm 2. 8m x 2m x 2m 3. 1mm x 1mm x 10mm 4. 4cm x 2cm x 3cm 5. 5m x 3m x 6m	Find the Volume of each of the following rectangles 1. 2 cm x 5 cm x 1 cm 2. 8m x 2m x 2m 3. 1mm x 1mm x 10mm 4. 4cm x 2cm x 3cm 5. 5m x 3m x 6m	Describe the position of objects if the teacher is the point of reference. 1. When the chalk was thrown. 2. When the ball was rolled. 3. When the door was closed. 4. When the ribbon was placed on the teachers hair. 5. When the chair was pulled.	Describe the position of objects if the teacher is the point of reference. 6. When the chalk was thrown. 7. When the ball was rolled. 8. When the door was closed. 9. When the ribbon was placed on the teachers hair. 10. When the chair was pulled.	Describe the position of objects if the teacher is the point of reference. 11. When the chalk was thrown. 12. When the ball was rolled. 13. When the door was closed. 14. When the ribbon was placed on the teachers hair. 15. When the chair was pulled.
J. Additional activities for application or remediation	Find the volume of one of the object in your home.	Find the volume of one of the object in your home.	Describe your location after following the direction. As you enter your house, walk 2 steps. Describe your point of location inside your house by drawing..	Describe your location after following the direction. As you enter your house, walk 2 steps. Describe your point of location inside your house by drawing..	Describe your location after following the direction. As you enter your house, walk 2 steps. Describe your point of location inside your house by drawing..
V. REMARKS					
VI. REFLECTION					
A. No. of learners who earned 80% in the evaluation					
B. No. of learners who require additional activities for remediation who scored below 80%					
C. Did the remedial lessons work? No. of learners who have caught up with the lesson					
D. No. of learners who continue to require remediation					
E. Which of my teaching strategies worked well? Why did these work?					
F. What difficulties did I encounter which my principal or supervisor can help me solve?					
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?					