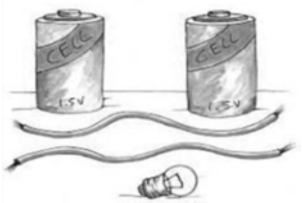
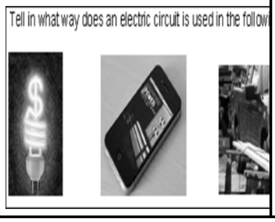
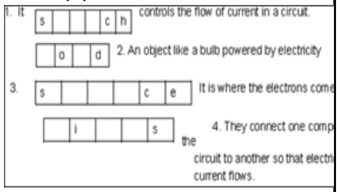
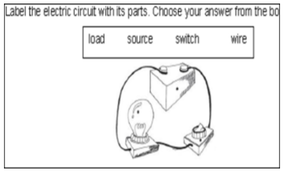
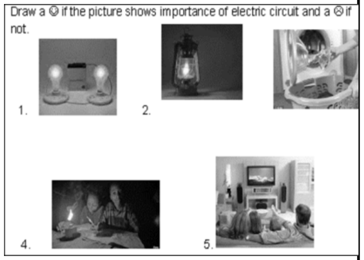
GRADES 1 to 12 DAILY LESSON LOG	School		Grade Level	Five
	Teacher		Learning Area	Science
	Teaching Date and Time	Week 6	Quarter	Third

	Monday	Tuesday	Wednesday	Thursday	Friday
I.OBJECTIVES					
A.Content Standards	"The learners demonstrate understanding of a simple DC circuit and the relationship between electricity and magnetism in electromagnets"				
B.Performance Standards	"The learners should be able to propose an unusual tool or device using electromagnet that is useful for home, school or community hygiene"				
C.Learning Competencies/Objectives	Identify the parts of an electric circuit S5FE-IIIf-6	Discuss what circuit is and its importance S5FE-IIIf-6	Design a simple circuit S5FE-IIIf-6	Give examples of how a circuit is applied in daily life (making a bulb light up) S5FE-IIIf-6	Infer the conditions necessary to make a bulb light up S5FE-IIIf-6
II.CONTENT	Electricity and Magnetism	Electricity and Magnetism	Electricity and Magnetism	Electricity and Magnetism	Electricity and Magnetism
III.LEARNING RESOURCES					
A.References					
1.Teacher's Guide pages	CG p. 33	CG p. 33	CG p. 33	CG p. 33	CG p. 33
2.Learners's Materials pages					
3.Textbook pages					
4.Additional materials from learning resource (LR) portal		https://www.youtube.com/watch?v=QCBSIGS2kFk			
B.Other Learning Resource	powerpoint presentation, illustration, word puzzle	video clip, powerpoint presentation, worksheet, marker	powerpoint presentation, flashlight battery 1.5 v, bulb 1.5 v, electrical wire, scissors, electrical tape, switch, illustration board, worksheet, marker	powerpoint presentation, pictures, worksheet, marker	powerpoint presentation, pictures, worksheet, marker
IV.PROCEDURES					
A.Reviewing previous lesson or presenting the new lesson	Approach: Collaboration Strategy: Jigsaw Method Suggested Activity: Think, Discuss, Act, Reflect Form five groups. (Learners pick shapes prepared by the teacher which will be used for the group activities).Let them loop the words.	Have 3-5 volunteers to share their assignment.	Approach: Constructivist Strategy: Jigsaw Suggested Activity: TDAR Ask 3 pupils to read their paragraph on the importance of electric circuit.	Approach: Constructivists Strategy: Activity Based Suggested Activity: 3 A's How do we construct a simple electric circuit?	Approach: Collaborative Strategy: Jigsaw Suggested Activity: TDAR Encourage volunteers to share their assignment. What are the things needed to make an electric circuit?
B.Establishing a purpose for the lesson	Give them 2-3 minutes to discuss their answers.	Prepare the pupils for a short video clip. https://www.youtube.com/watch?v=QCBSIGS2kFk	1. Tell the pupils that they will design an electric circuit. 2. Group the pupils into	In what way does an electric circuit applied in our daily life?	Show pictures of the parts of the electric circuit.

			five. 3. Set the standards to follow.	Use a semantic web for the learners' answers.	
C.Presenting Examples/ instances of the new lesson	Activity I. Problem: What are the parts of an electric circuit? II. Materials: tray, battery, wire, switch, bulb, strips of words, group of pupils III. Procedures: 1. Group the pupils into five. 2. Distribute the materials in the tray. 3. Let them work together by matching the materials with their names. 4. Answer the questions: What are the parts of an electric circuit? 1. Which serves as the load, energy source, connector of electric current? 2. Which controls the flow of current in a circuit? IV. Conclusion We found out that ______________________________ __________	Activity I. Problem: What an electric circuit is and its importance? II. Materials: manila paper, marker, group of pupils III. Procedures: 1. Group the pupils into four. 2. Have them brainstorm on the video clip that they watched. 3. Let them collate their thoughts and come up on the following output. a. What is electric circuit? b. What are the importance of electric circuit? IV. Conclusion We learned that ________________________________ ___________	Activity Constructing a model of an electric circuit. What you need: 2 batteries 1.5 v, electrical tape, socket, 1 flashlight bulb 1.5 v, two 25 cm. insulated wire with end scrapped, 1/8 size illustration board, scissors What to do: 1. On the illustration board, arrange a circuit to light a bulb. 2. Screw the bulb into a socket. Connect a copper wire to each of the socket terminals. 3. Connect a piece of copper wire to the switch. Connect the loose end of the wire to the negative end of the battery. 4. Connect one end of the copper wire by winding it (which is attached to the socket) to the positive end of the battery. Connect the other end of the socket to the switch. Did the bulb light? Why? 5. Fasten the wires, batteries, and bulb into the illustration using the electrical to secure the circuit and connections. 6. Close the open parts of the switch. What happened to the bulb? Why? 7. Switch it off. What happened to the bulb? Answer briefly: a. Describe the connections that made the bulb light up. b. What components are needed to make an electric circuit that works? c. How does a switch function?	1. Group the pupils into 4. 2. Give them three minutes to brainstorm activities on how circuit is applied. 3. Choose the best activity and be ready to share in class  Tell in what way does an electric circuit is used in the follow	Activity What conditions do you think enable the bulb to light? 1. Group the pupils into 5. 2. Give the situation based from the pictures given. Situation: Imagine that you have a single battery, a single bulb, and pieces wires. 3. Infer the necessary conditions to make a bulb light?

D.Discussing new concepts and practicing new skills #1	1. Group reporting/sharing a. Give 2 minutes to change their groupings for them to share their output to other groups. b. They will go back to their original groupings to share what they got from the other group. c. Group presentation in class.	Group presentation	Group reporting/sharing	Group reporting/sharing	Group reporting/sharing
E.Discussing new concepts and practicing new skills #2	1. Teacher will use a power point presentation to further discuss the lesson. 2. Teacher may entertain questions from the pupils.	1. Teacher will show a power point presentation about importance of electric circuit.	What do you think might happen if you will remove one battery from the circuit?	Solicit more ideas from the pupils on other practical life activities that they need to apply circuit.	Show a short video clip to justify the group's inferences.https://www.youtube.com/watch?v=INBYuA6KoLA Have the group compare their inferences with what they have watched and make a consensus on their output. Encourage volunteer
F.Developing Mastery	1. Group reporting/sharing a. Give 2 minutes to change their groupings for them to share their output to other groups. b. They will go back to their original groupings to share what they got from the other group. c. Group presentation in class.  1. It controls the flow of current in a circuit. 2. An object like a bulb powered by electricity 3. It is where the electrons come 4. They connect one comp the circuit to another so that electri current flows. 	Group presentation	Group reporting/sharing	Group reporting/sharing	Group reporting/sharing
G.Finding Parctical application of concepts and skills in daily living	Create a table showing the symbols of the parts of electric circuit.	How does electric circuit affect your daily activities?	Why do you think the wire to be used should be insulated?	What do we use when there's a sudden brown-out? Which uses electric circuit?	What do you think might happen if you will add a battery in your circuit? Why?
H.Making generalization and abstraction about the lesson	1. Teacher will use a power point presentation to further discuss the lesson. 2. Teacher may entertain questions from the pupils.	1. Teacher will show a power point presentation about importance of electric circuit.	What do you think might happen if you will remove one battery from the circuit?	Solicit more ideas from the pupils on other practical life activities that they need to apply circuit.	Show a short video clip to justify the group's inferences.https://www.youtube.com/watch?v=INBYuA6KoLA Have the group compare their inferences with what they have watched and make a consensus on their output. Encourage volunteer
I.Evaluating learning	 Label the electric circuit with its parts. Choose your answer from the bo load source switch wire	 Draw a ☺ if the picture shows importance of electric circuit and a ☹ if not. 	Draw the design of your circuit. Label its parts	Work as a group to illustrate an activity where the electric circuit is applied. Write an explanation about your work.	Put a / if the given condition is necessary to make the bulb light up and if not. 1. Attach the wire to the negative and positive charges of the battery. 2. Use busted battery in the circuit. 3. If wire is not available you may replace it with a rubber band. 4. The bulb should be attached to the positive charge of the battery. 5. One wire is disconnected to the other charge.
J.additional activities for	Draw an electric circuit and label its parts.	Write a short paragraph composed of 3-5 sentences, showing the Importance of electric circuit.	Write your journal on how to construct a simple circuit	List down 3 activities that you do at home where electric circuit is applied.	Find a flashlight at home and take it apart, but don't destroy it. Figure out where all the parts of the circuit are

application or remediation					enable the flashlight to light up when turned on. Make a sketch of what you have found and write a short essay with diagrams that explain your findings in the space below. Reassemble the flashlight and bring it to school with you. (If you cannot find a flashlight, contact your teacher.) Be prepared to share your explanation with a small group of your classmates.
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	___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.	___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	___ 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	___ of Learners who require additional activities for remediation
E.Which of my teaching strategies	___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	___Yes ___No ____ of Learners who caught up the lesson

worked well? Why did these work?					
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	___ 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. ___**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	*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 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 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Prepared by:

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