

 GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	IV
	Teacher:	<i>Credits to the Writer of this DLL</i>	Learning Area:	SCIENCE
	Teaching Dates and Time:	MARCH 27-31, 2023 (WEEK 7)	Quarter:	3RD QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES					
A. Content Standards	Demonstrate understanding of how heat and sound travel using various objects.				
B. Performance Standards	Demonstrate conceptual understanding of properties/characteristics of light, heat and sound.				
C. Learning Competencies/ Objectives (Write the LCcode for each)	1. Investigate properties and characteristics of light. S4FE-IIIh-5 2. Describe how light is reflected. 3. Appreciate the importance of light in daily activities.	1. Investigate properties and characteristics of light. S4FE-IIIh-5 2. Describe how light is refracted. 3. Infer the importance of light in our daily activities.	1. Investigate properties and characteristics of light. S4FE-IIIh-5 2. Infer that white light has different colors. 3. Appreciate the wonders of nature through drawing	1. Investigate properties and characteristics of light. S4FE-IIIh-5 2. Perform various activities to show that light is reflected or refracted. 3. Realize that light plays a vital role in our daily lives.	1. Investigate properties of sound. S4FE-IIIh-5 2. Infer that sound could be loud and soft. 3. Realize the importance of sound in our daily activities.
II. CONTENT (Subject Matter)	Investigating the Properties of Light	Investigating the Properties of Light	Investigating the Properties of Light	Investigating the Properties of Light	Investigating the Properties of Sound
III. LEARNING RESOURCES					
A. References					
1. Teacher’s Guide pages	pp. 253-261	pp. 253-261	pp. 253-261	pp. 253-261	pp.262-269
2. Learner’s Material pages	pp. 207-215	pp. 207-215	pp. 207-215	pp. 207-215	pp.216-225
3. Textbook pages					
4. Additional Materials from Learning Resource LR portal	Multimedia presentation, a ball, transparent plastic ruler, table, a basin filled with water, Activity sheet	Multimedia presentation, flashcards, jumping rope, cd copy of a lively music, Activity sheet	Multimedia presentation, flashcards, jumping rope, cd copy of a lively music, Activity sheet	Multimedia presentation, flashcards, Activity sheet	Multimedia presentation, flashcards, Activity sheet
B. Other Learning Resources	LED tv, ppt, speakers,	LED tv, ppt, speakers,	LED tv, ppt, speakers,	LED tv, ppt, speakers,	LED tv, ppt, speakers,
IV. PROCEDURE					
A. Reviewing previous Lesson or presenting new lesson	Energizer Game: “ Mirror Game” See instruction-TG pp. 254-255 Show the picture to the learners. (Reproduce the pictures to have a larger copy) Ask: What do you see in the picture? Can you read it? What does it say? What is being produced below the word “Teach”?	Energizer Checking of assignment Game: “Fact or Bluff” Show a piece of paper with identical drawing in it. You can use the example below. See pp.256-257. Let the pupils observe. Ask: What do you observe with the drawing when we put it at the back of a glass of water?	Energizer Checking of assignment Recall of important concepts learned during the previous meeting. Show to the class a picture of a rainbow. Ask: When do you usually see a rainbow? Do you know how it is formed? Reading of the story “The Story of the Rainbow”	Energizer: (Poem recitation “light”) Show a picture of ambulance. Ask: Have you seen an ambulance? What is the use of this vehicle? What do you notice about the word AMBULANCE that is printed at the front of the vehicle?	Energizer Checking of assignment Game: “Reflected or Refracted” Play 2 types of music- one with soft tone preferably a mellow music and one with a very loud tone similar to the ones played in a concert. Maintain the volume as you play each song. Ask: What type of music was played first? Second?

B. Establishing a purpose for the lesson	Ask: How does the word “teach” create a reflection? How is light reflected?	Ask: Why do you think it happens?	Scientifically, Do you know how rainbow formed?	Ask: Why do you think the word AMBULANCE is written backward or reversed in sequence?	Ask: Which of the music do you prefer to hear? Why? What is volume?
C. Presenting examples/ instances of the new lesson.	The following activity will answer this question	We will find out whose answers are correct in our succeeding activities.	Today’s activities will help us understand how rainbow is formed?	We will find out whose answers are correct in our succeeding activities.	The following activity will answer this question.
D. Discussing new concepts and practicing new skills.#1	1. Setting of Standards. 2. Group Activities (Differentiated Activities)	1. Setting of Standards. 2. Group Activities (Differentiated Activities)	1. Setting of Standards. 2. Group Activities (Differentiated Activities)	1. Setting of Standards. 2. Group Activities (Differentiated Activities)	1. Setting of Standards. 2. Group Activities (Song composition)
E. Discussing new concepts and practicing new skills #2.	1. Group Reporting. 2. Comparing the results of activities.	1. Group Reporting. 2. Comparing the results of activities.	1. Group Reporting. 2. Comparing the results of activities.	1. Group Reporting. 2. Comparing the results of activities.	1. Group presentation. 2. Comparing the results of activities.
F. Developing Mastery (Lead to Formative Assessment 3)	1.The teacher further explains and discuss the background information through inquiry approach 2. Have the pupils master the concepts.	1.The teacher further explains and discuss the background information through inquiry approach 2. Have the pupils master the concepts.	1.The teacher further explains and discuss the background information through inquiry approach 2. Have the pupils master the concepts.	1.The teacher further explains and discuss the background information through inquiry approach 2. Have the pupils master the concepts.	1.The teacher further explains and discuss the background information through inquiry approach 2. Have the pupils master the concepts.
G. Finding practical application of concepts and skills in daily living	Before you go to school, you face a mirror to comb your hair and find out if you are neatly dressed. You see your image. Don’t you wonder how you see your image? Explain your answer.	You will go swimming. Before plunging into the water, something under the water attracted your attention. You reached for it, but to your dismay, the object was not where it appears to be. Why did it happen?	Appreciating Nature: Draw a rainbow. Color the rainbow with different colors: red, orange, yellow, green, blue, indigo, and violet (ROYGBIV)	Game: “Read Me Clearly” One group will write a word in reversed and left-to-write manner. The other groups will try to decode the words using mirrors. Each group will take turns writing words.	Group Activity: “Are Ripples Similar to the Characteristics of Sound” Ask: How do you describe the motion of the ripples formed in water? What do ripples represent? See TG, p264
H. Making Generalizations and Abstraction about the Lesson.	What have you learned? How light is reflected?	What have you learned? How the refraction of light occur?	What have you learned? When does white light formed?	What have you learned? What is reflection? What is refraction?	What have you learned? What is the property of sound? What is loudness or volume?
I. Evaluating Learning	A. 1-4. Write the letter of the correct answer. B. Answer the question briefly.	A. 1-4. Write the letter of the correct answer. B. Answer the question briefly.	Encircle the letter of the correct answer.	Write TRUE if the statement is correct. Write FALSE if the statement is wrong.	A. 1-4. Write the letter of the correct answer. B. Answer the question briefly.
J. Additional Activities for Application or Remediation	A.List 5 examples of materials that are good reflectors.	Answer these: Why do ponds seem to be shallow when in fact they are deep?	Memorize the poem: Light You’ve no need to light a night-light On a light night like tonight, For a night-lights light’s a slight light, And tonight’s a night that’s light. When a night’s light, like tonight’s light, It is really not quite right, To light night-lights with their slight light,	Answer these: Why do objects seem to be larger when viewed under a magnifying glass? What is the role of light in this?	Cut-out or draw pictures of at least 5 objects each that produce: a. Soft sounds b. Loud sounds

			On a light night like tonight		
V.REMARKS					
VI.REFLECTION					
No. of learners who earned 80% in the evaluation	___ 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
No. of learners who require additional activities for remediation who scored below 80%	___ 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
Did the remedial lessons work? No. of learners who have caught up with 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	___Yes ___No ___ of Learners who caught up the lesson
No. 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	___ of Learners who continue to require remediation
Which of my teaching strategies worked well? Why did these work?	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Power Point Presentation ___ Answering preliminary activities/exercises ___ Discussion ___ Case Method ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/ Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Power Point Presentation ___ Answering preliminary activities/exercises ___ Discussion ___ Case Method ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/ Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Power Point Presentation ___ Answering preliminary activities/exercises ___ Discussion ___ Case Method ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/ Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Power Point Presentation ___ Answering preliminary activities/exercises ___ Discussion ___ Case Method ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/ Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Power Point Presentation ___ Answering preliminary activities/exercises ___ Discussion ___ Case Method ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/ Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks
What difficulties did I encounter which my principal or supervisor can help me solve?	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab ___ Additional Clerical works ___ Reading Readiness ___ Lack of Interest of pupils	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab ___ Additional Clerical works ___ Reading Readiness ___ Lack of Interest of pupils	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab ___ Additional Clerical works ___ Reading Readiness ___ Lack of Interest of pupils	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab ___ Additional Clerical works ___ Reading Readiness ___ Lack of Interest of pupils	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab ___ Additional Clerical works ___ Reading Readiness ___ Lack of Interest of pupils
What innovation or localized materials did I use/discover which I wish to share with other teachers?	<i>Planned Innovations:</i> ___ Localized Videos ___ Making use big books from views of the locality	<i>Planned Innovations:</i> ___ Localized Videos ___ Making use big books from views of the locality	<i>Planned Innovations:</i> ___ Localized Videos ___ Making use big books from views of the locality	<i>Planned Innovations:</i> ___ Localized Videos ___ Making use big books from views of the locality	<i>Planned Innovations:</i> ___ Localized Videos ___ Making use big books from views of the locality

	<div><div><div>___ Recycling of plastics to be used as Instructional Materials</div><div>___ local poetical composition</div><div>___ Fashcards</div><div>___ Pictures</div></div></div>	<div><div><div>___ Recycling of plastics to be used as Instructional Materials</div><div>___ local poetical composition</div><div>___ Fashcards</div><div>___ Pictures</div></div></div>	<div><div><div>___ Recycling of plastics to be used as Instructional Materials</div><div>___ local poetical composition</div><div>___ Fashcards</div><div>___ Pictures</div></div></div>	<div><div><div>___ Recycling of plastics to be used as Instructional Materials</div><div>___ local poetical composition</div><div>___ Fashcards</div><div>___ Pictures</div></div></div>	<div><div><div>___ Recycling of plastics to be used as Instructional Materials</div><div>___ local poetical composition</div><div>___ Fashcards</div><div>___ Pictures</div></div></div>
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