GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	IV
	Teacher:		Learning Area:	SCIENCE
	Teaching Dates and Time:	SEPTEMBER 26 – 30, 2022 (WEEK 6)	Quarter:	1ST QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES					
A.Content Standards	Demonstrate the understanding of changes that materials undergo when exposed to certain conditions.			Demonstrate understanding of how the major internal organs, such as the brain, heart, liver, stomach, bones and muscles keep the body healthy.	
B.Performance Standards	Evaluate whether changes in materials are useful or harmful to one's environment.			Describe the main function of major organs.	
C.Learning Competencies/ Objectives ***(Write the LCcode for each)***	Describe what happens to solid materials when mixed with other liquid materials.	1. Identify changes in the materials that are useful or harmful to the environment. 2. Describe the harmful effects of the changes in the materials to the environment. 3. Suggest some ways of preventing the harmful effects of the changes in the materials to the environment.	1. Identify changes in the materials that are useful or harmful to the environment. 2. Describe the harmful effects of the changes in the materials to the environment. 3. Suggest some ways of preventing the harmful effects of the changes in the materials to the environment.	1. Describe the functions of the bones.	1. Describe the functions of the muscles. 2. Describe how do bones and muscles allow us to move.
II. CONTENT ***(Subject Matter)***	**Changes in the Properties of the Materials When mixed with other materials. (Liquid Materials)**	**Changes in the Materials That are Useful or Harmful to One's Environment**	**Changes in the Materials That are Useful or Harmful to One's Environment**	**Major Organs of the Body -Bones and Muscles**	**Major Organs of the Body -Bones and Muscles**
III. LEARNING RESOURCES **A.References**					
1.Teacher's Guide pages	56-58	59-60	59-60	73-76	56-58
2.Learner's Material pages	44-46	49-56	49-56	58-59	44-46
3.Textbook pages					
4.Additional Materials from Learning Resource LR portal					
B.Other Learning Resources	LED tv, ppt, sand, water, vinegar, salt, oil, flour, pepper, vetsin, ginger, rubbing alcohol, dye,	LED tv, ppt, pictures	LED tv, ppt, pictures	LED tv, ppt, speakers, skeleton dance video	LED tv, ppt, speakers, skeleton dance video

IV. PROCEDURE					
A. **Reviewing previous Lesson or presenting new lesson**	What happened to the solid materials when mixed with other solid material?	*What happens to the solid materials when mixed with the other liquid materials?	What activity did we do yesterday? Tell something about it.	Let the pupils do the Skeleton dance.	What are the functions of the bones?
B. Establishing a purpose for the lesson	Bubble-making Activity (See TG, p.60)	What are the things that we can get from trees? (expected answers: paper, coal, wood) How can we make paper, coals wood out of trees?	Today, we are going to do perform another activity for you to understand the harmful effects of the changes in the materials to the environment.	- "What would we look like if we have no bones in our body?	- "Do you think could move with the bones alone?
C. Presenting examples/ instances of the new lesson.	*Where do bubbles come from? *What materials were mixed to produce the bubbles?	Present some pictures of waste materials like old newspapers, cartons, metal scraps. Can we still use the following waste? What do we do to these waste?	Show pictures of illegal logging, dirty/illegal dumpsites, and factories emitting smokes. Are these activities good for Mother Earth?	Let the pupils touch and feel their bones and tell something about these bones.	*Show a video of how the muscles and bones allow a person to move.
D. Discussing new concepts and practicing new skills.*#1*	Introduce the activity. See pp 44 of the LM for the group activity. Emphasize the precautionary measures before doing the activity.	-See pp 49-50 of the LM for the group activity. -Remind them of the precautionary measures.	-See pp. 53-56 of the LM for the activity. -Have the pupils answer these individually with the teacher's guidance.	-See pp 62 of the LM for the activity. .	Introduce the activity. See pp 59 of the LM for the gactivity.
E. **Discussing new concepts and practicing new skills *#2.***	Group Reporting and presentation of data. 1. What liquid materials mixed completely? What made this happen? 2. What liquid materials did not mix completely? What made this happen? 3-4. - The teacher clarifies misconceptions.	- Group Reporting and presentation of data. - The teacher further explains the lesson. 1. What are the changes in the materials that are useful to the environment? What made them useful? 2. What are the changes in the materials that are harmful to the environment? What made them harmful? -Explain the background information in LM p. 51	- The teacher further explains the lesson. - The teacher explains what the each picture shows and its harmful effect to the environment -Explain the concepts (5R's of Responsible Waste Management) in "Remember These", p.54 of LM.	-The teacher further explains the lesson. 1.What are the bones that protect the internal organs? 2. Which set of bones protect the lungs and the liver? 3-4. (See LM, p.63) Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	-The teacher further explains the lesson. 1. How many bones are involved in the movement? 2. Are the bones connected to each other? 3. (See LM, p.60) - The teacher clarifies misconceptions
F. Developing Mastery **(Lead to Formative Assessment 3)**	-Explain the background information (pg 46of LM) -Have the pupils master the concepts.	-Let the pupils show their own ways of preventing/minimizing the harmful effects of the changes in the materials to the environment.	What can people do to prevent/minimize the harmful effect to the environment?	-Show pictures of these bones that protect the internal organs and explain the function of each.	-Explain the background information (pg 60of LM) -Have the pupils master the concepts.

		Group 1- Jingle Group 2- Poem Group 3- Song Group 4- Poster Group 5- Slogan			
G. Finding practical application of concepts and skills in daily living	When some solid materials are combined with liquid, can we still separate them?	Ask the pupils to give examples of materials that are useful/harmful to the environment.	As a Grade 4 pupil, what simple things can you do to avoid the harmful effects of some waste materials?	*What do you think might happen to our internal organs if there are no bones?	Do you think the body can move if the muscles and the bones do not coordinate with each other? If the bones do not have joints, what will happen? Why?
H. Making Generalizations and Abstraction about the Lesson.	*What happens to the solid materials when mixed with the other liquid materials? *Solid materials can be combined with liquid materials. Some completely dissolve in liquid materials, but others do not.*	*What are the changes in the materials that are useful and harmful in our environment?	*What are the harmful effects of the changes in the materials in our environment?	* What are the functions of the bones? *What are the bones that protect the internal organs?	*What are the functions of the muscles?
I. Evaluating Learning	Formative assessment may be done by considering the activity output and/or the pupils participation during the discussion.	Tell whether the changes in the following materials are useful or harmful. __1. Cutting of a fabric to me made into towel. __2. Changing wood into coal for cooking __3-5.	Which is being described by the following situations? Write REDUCE, REUSE, RECYCLE, REPAIR, ROT. _____1. Instead of buying a new tv, Dana brought this to the repair shop. _____2. Father constructed a compost pit at the backyard. _____3. Used bottle and tin cans were brought to the junk shop. _____4. Shiela uses the paper bag she received from her friend. _____5. Use ecobags instead of plastic bags.	What bone protects the following: 1. Brain 2. Heart 3. Liver 4. Vertebrae or backbone 5. Pelvic bone	**Tell whether the statement is TRUE or FALSE.** 1. The muscle and bones coordinate with each other to make the body move. 2. The point where the bones meet are called joints. 3-5.
J. Additional Activities for Application or Remediation	List some solid materials that completely dissolve in liquid materials.	List examples of some changes in the materials that are useful..	Draw some ways of minimizing the harmful effects of the materials in the environment.	Draw the bones that protect our internal organs.	Bring the following materials: Soy sauce, vinegar, alcohol,soda, coco milk, fish sauce

V. REMARKS					
VI. REFLECTION					
A.No. of learners earned 80%in the evaluation.					
B . No. of learners who required additional activities for remediation who scored below 80%					
C. Did the remedial lesson work? No. of learners who have caught up with the lesson.					
D. No. of learner 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 used/discover which I wish to share with other teachers?					