GRADES 1 to 12 DAILY LESSON LOG	School:	Visit DepEdresources.com for more	Grade Level:	IV
	Teacher:	File Created by Sir BIENVINIDO C. CRUZ JR	Learning Area:	SCIENCE
	Teaching Dates and Time:	SEPTEMBER 25 - 29, 2023 (WEEK 5)	Quarter:	1ST QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES	*Define what solid is. *Identify some ways of changing solid materials in terms of size , shape, texture etc. *Describe the changes that happen/s in solid materials	*Identify the characteristics of solid. *Describe what happens to the solid materials when they are bent.	*Demonstrate how to press solid materials properly *Describe what happens to the solid materials when they are pressed.	Describe what happens to the solid materials when they are hammered.	Describe what happens to the solid materials when they are cut.
A .Content Standards	The learners demonstrate understanding of changes that materials undergo when exposed to certain conditions.				
B .Performance Standards	The learners should be able to evaluate whether the changes in materials are useful or harmful to one's environment				
C. Learning Competencies/ Objectives Write the LC code for each	Identify some ways of changing solid materials, such as size, shape, texture, etc **S4MT-Ie-f-5**				
II. CONTENT	**Lesson 10 : Changes in Solid Materials.**				
III. LEARNING RESOURCES					
A. References					
1. Teacher's Guide pages	pp. 36-38	pp. 38-40	pp 41-43	pp. 43-45	pp. 45-48
2. Learner's Materials pages	pp. 29-30	pp. 31-32	pp 33-34	pp. 35-36	pp. 36-37
3. Textbook pages					
4. Additional Materials from Learning Resource (LR) portal					
B. Other Learning Resources	candle, aluminum foil, ice cube, wooden stick, crepe paper, plastic cup, chocolate bar	plastic ruler, electric wire, paper clip, spoon, rubber slippers	banana, pandesal, clean plastic sheet, clay, small wood, glass/bottle, stone, dough	wood, empty tin can, hollow block, small sheet of galvanized iron, hammer	paper, cardboard, cloth, scissors, candy wrappers, leaves
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	Review pupil's prior knowledge on matter. Their examples and form	Review on how to change solid materials	Review on the properties of materials that can be bent	Review on the properties of materials that can be pressed.	Review on the properties of materials that can be hammered.

B. Establishing a purpose for the lesson	Let pupils fill in the graphic organizer that shows the properties of solid In what way solid materials differ from one another ?	List down materials that could be bent Contest by group The group with the most number of correct answers will be declared the winner.	Tell the pupils to study the pictures given	Show a real hammer. What are its uses?	List down materials that can be cut found in home, school and community. Tree diagram.
C. Presenting examples / instances of the new lesson	Use the information derived from the graphic organizer to emphasize the idea/ concept	What do you think will happen to solid materials when bent ?	Describe the action shown in the pictures	If solid materials are hammered, what do you think will happen to it?	Present the lesson through their output in the graphic organizer.
D. Discussing new concepts and practicing new skills #1	Group Works LM Activity 1- “How Can I Change”	Group Work LM Activity 2 “ What happens to the solid materials when bent ?”	Group Work LM Activity 3 “ What happens to the solid materials when pressed ?”	Group Work - LM Activity 4 - "What Happens to Solid Materilas When Hammered?"	Group Work - LM Activity 5 - "What Happens to Solid Materilas When Cut?"
E. Discussing new concepts and practicing new skills #2	Group Reporting Clarify misconceptions when needed	Group Reporting Clarify misconceptions when needed	Group Reporting Clarify misconceptions when needed	Group Reporting Clarify misconceptions when needed.	Group Reporting Clarify misconceptions when needed.
F. Developing Mastery (Leads to Formative Assessment)	Answering the guide questions	Answering the guide questions	Answering the guide questions	Answering the Guide Questions	Answering the Guide Questions
G. Finding practical application of concepts and skills in daily living	Cite a situations where can we use your knowledge in changing solid materials	Identify situations where bending of solid materials is applied	Identify situations where pressing of solid materials is applied	What will happen if a carpenter lost his hammer ?	Cite situations where cutting of solid materials are applied.
H. Making generalizations and abstractions about the lesson	Help pupils construct and express their own understanding on how solid materials can be changed	Allow the pupils to construct and express their own understanding	Help the pupils formulate their own ideas and concepts about the lesson Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	Let the pupils construct and synthesize their own understanding.	Have pupils construct their own ideas on the changes of solid materials when cut.
I. Evaluating learning	Can we change solid materials ? In what ways can we change solid materials ?	The activity output is an evaluation	What happened to the solid materials when pressed. Was a new materials formed when solid material was pressed ?	The activity output and pupils' participation are considered as formative assessment.	The activity output and pupils' participation are considered as formative assessment.
J. Additional activities for application or remediation		Body bending activity. Tell the pupils not to bent too much.			

V.REMARKS					

	VI.REFLECTION					
A.	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
B.	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
C.	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
D.	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
E.	Which of my teaching strategies worked well? Why did these work?	*Strategies used that work well:* ___ 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 *Why?* ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	*Strategies used that work well:* ___ 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 *Why?* ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	*Strategies used that work well:* ___ 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 *Why?* ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	*Strategies used that work well:* ___ 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 *Why?* ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	*Strategies used that work well:* ___ 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 *Why?* ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks

F. 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
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?	*Planned Innovations:* __ Localized Videos __ Making use big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition __Fashcards __Pictures	*Planned Innovations:* __ Localized Videos __ Making use big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition __Fashcards __Pictures	*Planned Innovations:* __ Localized Videos __ Making use big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition __Fashcards __Pictures	*Planned Innovations:* __ Localized Videos __ Making use big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition __Fashcards __Pictures	*Planned Innovations:* __ Localized Videos __ Making use big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition __Fashcards __Pictures