

 <b>Grades 1 to 12</b> <b>Year Lesson Log</b>	<b>School:</b>		<b>Grade Level:</b>	<b>IV</b>
	<b>Teacher:</b>	Credit to the author of this file	<b>Learning Area:</b>	<b>SCIENCE</b>
	<b>Teaching Dates and Time:</b>	<b>JANUARY 16-20, 2023 (WEEK 9)</b>	<b>Quarter:</b>	<b>2<sup>ND</sup> QUARTER</b>

	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
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<b>I · O B J E C T I V E S</b>		
	<p>Demonsate understanding that plants have body parts that make them adapt to land or water.</p>	<p>Demonstrate understanding that different organisms go through life cycle which can be affected by their environment.</p>

Construct a prototype model of organism that has body parts which can survive in a given environment.				
1. Distinguish the factors that affect seed germination and growth. 2. Analyze and interpret data gathered. 3. Exercise investigative approach in problem solving. 4. Appreciate the importance of plants in the environment.	1. Identify some animals that undergo complete and incomplete metamorphosis in their life cycle. 2. Compare the stages in the life cycle of organisms. <b>S4LT-IIg-h-13</b> 3. Describe the effect of the environment on the life cycle of organisms. <b>S4LT-IIg-h-14</b> 3. Show appreciation of Gods wonderful creation.	1. Determine the stages of development of a bird’s egg. 2. Observe and compare what is found inside a bird’s egg. 3. Appreciate the existence of other living things in the environment.	1. Identify the stages of human development. 2. Describe the stages of human development. 3. Realize the importance of knowledge about the stages of human development.	1. Discuss the interaction among living things. 2. Describe some types of beneficial interactions among living things; <b>S4LT-III-j-15</b> 3. Appreciate the importance of each living things to the environment.

	Seed Germination and Growth	Life Cycle of Selected Animals: Complete and Incomplete Metamorphosis	Life Cycle of Animals (Egg Laying Animals)	Life Cycle of Humans	Interaction Among Living Things

	pp. 154-159	pp. 159-170	pp. 170-176	pp. 176-181	pp. 182-186

	pp. 131-134	pp. 135-141	pp. 142-145	pp.146-148	pp. 149-155

	Multimedia presentation, Realia of plants, flashcards, pictures of person planting rice, Activity sheet	Multimedia presentation, flashcards,pictures of seed germination process, pictures of insects, Activity sheet	Multimedia presentation, flashcards, pictures of insects, pictures of egg laying animals, Activity sheet	Multimedia presentation, flashcards, pictures of fruits, Activity sheet	Multimedia presentation, flashcards, pictures/realia of fruits found in the community, Activity sheet

	LED tv, ppt, speakers,	LED tv, ppt, speakers,	LED tv, ppt, speakers,	LED tv, speakers,	LED tv, speakers,
	Energizer Game: "Pak Ganern"	Energizer Checking of assignment Game: "Picture Story"	Energizer Checking of assignment. Game: "Name Game"	Energizer Checking of assignment Game: "Guess Who"	Energizer Checking of assignment: Game: "Loop A Word"

	<p>Tell whether the following is a monocot or a Dicot. Write M if monocot, D if Dicot</p>	<p>Arrange the picture according to the process of germination.</p>	<p>Tell whether the following animals undergo complete or incomplete metamorphosis: Put (✓) if it is complete metamorphosis and (x) if it does not.</p>	<p>Review the different egg laying animals through a guessing game.</p>	<p>Identify and underline the name of living things in the environment. Look for 5 names in the puzzle below. TG., p. 183</p>
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	<p>Show a picture of person planting rice.</p> <p>Ask: Have you experienced planting or seen others planting? Are you aware of what plants must have for growth?</p>	<p>Show picture of insects, (butterfly, grasshopper, etc.)</p> <p>Ask: Do you know where these insects came from? (pinning questions on the wall)</p>	<p>Show a picture of animals that lay eggs.</p> <p>Ask: What animals are familiar to you in this scenery? Do these animals differ from each other? Do these animals have something in common?</p>	<p>Game: "Picture Frame</p> <p>Ask each group to portray activities of an infant, early childhood stage, adolescent stage, adult stage and old age stage. Let them guess what each group is portraying.</p>	<p>Ask: What living things/organisms did your group work on? Where can we find all these organisms?</p>
	<p>Using the fish bone diagram, list down the factors that plants need for growth.</p>	<p>Let's find out the answer after performing this activity.</p>	<p>Ask: What do they common? Let's find out the answer after performing this activity.</p>	<p>Ask: Do you have a baby brother or sister? Do babies grow quickly or slowly? What kind of things causes babies to grow? Does everyone grow to the same height? Same weight? Why or why not?</p>	<p>Can you identify the relationship among these organisms? Let's find out.</p>

	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 (Differentiated Activities)

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	<div>1. Group Reporting. 2. Comparing the results of activities.</div>	<div>1. Group Reporting. 2. Comparing the results of activities.</div>	<div>1. Group Reporting. 2. Comparing the results of activities.</div>	<div>1. Group Reporting. 2. Comparing the results of activities.</div>	<div>1. Group Reporting. 2. Comparing the results of activities.</div>
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	<p>1.The teacher further explains and discuss the background information through inquiry approach 2. Have the pupils master the concepts.</p>	<p>1.The teacher further explains and discuss the background information through inquiry approach 2. Have the pupils master the concepts.</p>	<p>1.The teacher further explains and discuss the background information through inquiry approach 2. Have the pupils master the concepts.</p>	<p>1.The teacher further explains and discuss the background information through inquiry approach 2. Have the pupils master the concepts.</p>	<p>1.The teacher further explains and discuss the background information through inquiry approach 2. Have the pupils master the concepts.</p>

	<p>Making simple line graphs. Each group will present their line graph based on the activity done earlier.</p>	<p>Let us thank God fo His wonderful creation: The animals around us. As a little steward of Earth, how will you help sustain the propagation of animals around us?</p>	<p>To which community worker in the community is our lesson for today most beneficial? How do you say so?</p>	<p>What can your parents do to help you understand more about the changes you will undergo in the different stages of development?</p>	<p>The butterfly and the flower have a mutualistic relationship. Draw a diagram illustrating how the flower and butterfly benefit each other.</p>

	Ask: What factors affect seed germination and growth of seedlings?	What is metamorphosis? What is the difference between complete and incomplete metamorphosis?	What do we realize now having this activity? Are they important to our environment?	What did you learn from today's lesson? What are the stages of human development?	What is interaction? Cite examples of interaction among organisms.

	<p>The following are conditions for seed germination. Check (√) those factors needed and put an (x) mark for those not needed.</p>	<p>1-4. Choose the letter of the correct answer. 5. Answer the question briefly.</p>	<p>Tell wether the following animals are EGG-LAYING or NOT EGG LAYING. TG. P 175</p>	<p>Identify what stage of human development is being described. Choose from the list of words inside the box. TG., p. 180</p>	<p>Put a (√) mark if the statement shows interaction among living things and (x) mark if not. TG. P.186</p>



	<p>Make a journal of what you have learned for today. You may begin with the statement.</p> <p>Now I know tha</p>	<p>Write a diary of the animal as it moves through its life cycle. You may choose to write about animal you worked on during the activity.</p>	<p>On a ¼ illustration board, make a collage showing your stages of development from birth until now.</p>	<p>Interview your adolescent brothers or sisters. Find out what emotional changes they are experiencing during this stage.</p> <p>TG., p. 181</p>	<p>Make a terrarium using the different materials below, TG. pp. 186-188</p>
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<b>V.REMARKS</b>					
<b>VI.REFLECTION</b>					
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?	<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 ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method <i>Why?</i> ___ Complete IMs ___ Availability of Materials	<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

	___ 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?	<i>Planned Innovations:</i> ___ 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	<i>Planned Innovations:</i> ___ 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	<i>Planned Innovations:</i> ___ 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	<i>Planned Innovations:</i> ___ 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	<i>Planned Innovations:</i> ___ 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