



DESY 1 to 12  
LESSON LOG

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

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

Construct a prototype model of organism that has body parts which can survive in a given environment.

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

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

1. Setting of Standards. 2. Group Activities (Differentiated Activities)				

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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 Reporting. 2. Comparing the results of activities.
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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.

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

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.

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

Make a journal of what you have learned for today. You may begin with the statement.  Now I know tha	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.	On a $\frac{1}{4}$ illustration board, make a collage showing your stages of development from birth until now.	Interview your adolescent brothers or sisters. Find out what emotional changes they are experiencing during this stage. TG., p. 181	Make a terrarium using the different materials below, TG. pp. 186-188
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<b>V.REMARKS</b>					
<b>VI.REFLECTION</b>					
A..No. of learners who earned 80% in the evaluation	<input type="text"/> of Learners who earned 80% above	<input type="text"/> of Learners who earned 80% above	<input type="text"/> of Learners who earned 80% above	<input type="text"/> of Learners who earned 80% above	<input type="text"/> of Learners who earned 80% above
B..No. of learners who require additional activities for remediation who scored below 80%	<input type="text"/> of Learners who require additional activities for remediation	<input type="text"/> of Learners who require additional activities for remediation	<input type="text"/> of Learners who require additional activities for remediation	<input type="text"/> of Learners who require additional activities for remediation	<input type="text"/> of Learners who require additional activities for remediation
C...Did the remedial lessons work? No. of learners who have caught up with the lesson	<input type="text"/> Yes <input type="text"/> No <input type="text"/> of Learners who caught up the lesson	<input type="text"/> Yes <input type="text"/> No <input type="text"/> of Learners who caught up the lesson	<input type="text"/> Yes <input type="text"/> No <input type="text"/> of Learners who caught up the lesson	<input type="text"/> Yes <input type="text"/> No <input type="text"/> of Learners who caught up the lesson	<input type="text"/> Yes <input type="text"/> No <input type="text"/> of Learners who caught up the lesson
D..No. of learners who continue to require remediation	<input type="text"/> of Learners who continue to require remediation	<input type="text"/> of Learners who continue to require remediation	<input type="text"/> of Learners who continue to require remediation	<input type="text"/> of Learners who continue to require remediation	<input type="text"/> of Learners who continue to require remediation
E..Which of my teaching strategies worked well? Why did these work?	<p><i>Strategies used that work well:</i></p> <input type="text"/> Group collaboration <input type="text"/> Games <input type="text"/> Power Point Presentation <input type="text"/> Answering preliminary activities/exercises <input type="text"/> Discussion <input type="text"/> Case Method <input type="text"/> Think-Pair-Share (TPS) <input type="text"/> Rereading of Paragraphs/ Poems/Stories <input type="text"/> Differentiated Instruction <input type="text"/> Role Playing/Drama <input type="text"/> Discovery Method <input type="text"/> Lecture Method Why? <input type="text"/> Complete IMs <input type="text"/> Availability of Materials <input type="text"/> Pupils' eagerness to learn <input type="text"/> Group member's Cooperation in doing their tasks	<p><i>Strategies used that work well:</i></p> <input type="text"/> Group collaboration <input type="text"/> Games <input type="text"/> Power Point Presentation <input type="text"/> Answering preliminary activities/exercises <input type="text"/> Discussion <input type="text"/> Case Method <input type="text"/> Think-Pair-Share (TPS) <input type="text"/> Rereading of Paragraphs/ Poems/Stories <input type="text"/> Differentiated Instruction <input type="text"/> Role Playing/Drama <input type="text"/> Discovery Method <input type="text"/> Lecture Method Why? <input type="text"/> Complete IMs <input type="text"/> Availability of Materials <input type="text"/> Pupils' eagerness to learn <input type="text"/> Group member's Cooperation in doing their tasks	<p><i>Strategies used that work well:</i></p> <input type="text"/> Group collaboration <input type="text"/> Games <input type="text"/> Power Point Presentation <input type="text"/> Answering preliminary activities/exercises <input type="text"/> Discussion <input type="text"/> Case Method <input type="text"/> Think-Pair-Share (TPS) <input type="text"/> Rereading of Paragraphs/ Poems/Stories <input type="text"/> Differentiated Instruction <input type="text"/> Role Playing/Drama <input type="text"/> Discovery Method <input type="text"/> Lecture Method Why? <input type="text"/> Complete IMs <input type="text"/> Availability of Materials <input type="text"/> Pupils' eagerness to learn <input type="text"/> Group member's Cooperation in doing their tasks	<p><i>Strategies used that work well:</i></p> <input type="text"/> Group collaboration <input type="text"/> Games <input type="text"/> Power Point Presentation <input type="text"/> Answering preliminary activities/exercises <input type="text"/> Discussion <input type="text"/> Case Method <input type="text"/> Think-Pair-Share (TPS) <input type="text"/> Rereading of Paragraphs/ Poems/Stories <input type="text"/> Differentiated Instruction <input type="text"/> Role Playing/Drama <input type="text"/> Discovery Method <input type="text"/> Lecture Method Why? <input type="text"/> Complete IMs <input type="text"/> Availability of Materials <input type="text"/> Pupils' eagerness to learn <input type="text"/> Group member's Cooperation in doing their tasks	<p><i>Strategies used that work well:</i></p> <input type="text"/> Group collaboration <input type="text"/> Games <input type="text"/> Power Point Presentation <input type="text"/> Answering preliminary activities/exercises <input type="text"/> Discussion <input type="text"/> Case Method <input type="text"/> Think-Pair-Share (TPS) <input type="text"/> Rereading of Paragraphs/ Poems/Stories <input type="text"/> Differentiated Instruction <input type="text"/> Role Playing/Drama <input type="text"/> Discovery Method <input type="text"/> Lecture Method Why? <input type="text"/> Complete IMs <input type="text"/> Availability of Materials <input type="text"/> Pupils' eagerness to learn <input type="text"/> Group member's Cooperation in doing their tasks

	<input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's Cooperation in doing their tasks				
F.What difficulties did I encounter which my principal or supervisor can help me solve?	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works <input type="checkbox"/> Reading Readiness <input type="checkbox"/> Lack of Interest of pupils	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works <input type="checkbox"/> Reading Readiness <input type="checkbox"/> Lack of Interest of pupils	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works <input type="checkbox"/> Reading Readiness <input type="checkbox"/> Lack of Interest of pupils	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works <input type="checkbox"/> Reading Readiness <input type="checkbox"/> Lack of Interest of pupils	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works <input type="checkbox"/> Reading Readiness <input type="checkbox"/> 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> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making use big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition <input type="checkbox"/> Fashcards <input type="checkbox"/> Pictures	<i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making use big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition <input type="checkbox"/> Fashcards <input type="checkbox"/> Pictures	<i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making use big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition <input type="checkbox"/> Fashcards <input type="checkbox"/> Pictures	<i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making use big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition <input type="checkbox"/> Fashcards <input type="checkbox"/> Pictures	<i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making use big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition <input type="checkbox"/> Fashcards <input type="checkbox"/> Pictures