



**GRADES 1 to 12**  
**DAILY LESSON LOG**

<b>School:</b>	<b>DepEdClub.com</b>	<b>Grade Level:</b>	<b>IV</b>
<b>Teacher:</b>	<b>File created by Sir BIENVINIDO C. CRUZ JR</b>	<b>Learning Area:</b>	<b>SCIENCE</b>
<b>Teaching Dates and Time:</b>	<b>APRIL 8 – 12, 2024 (WEEK 2)</b>	<b>Quarter:</b>	<b>4<sup>th</sup> QUARTER</b>

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>A .Content Standards</b>	<i>The different sources of water suitable for human consumption.</i>				
<b>B .Performance Standards</b>					
<b>C. Learning Competencies/ Objectives</b> Write the LC code for each	Explain the use of water from different sources in the context of daily activities.  S4ES-IV-b-2 • Identify the different sources of water.		Explain the use of water from different sources in the context of daily activities.  S4ES-IV-b-2 • Explain the use of water in our daily activities.	Explain the use of water from different sources in the context of daily activities.  S4ES-IV-b-2 Describe the importance of the water cycle.	
<b>II. CONTENT</b>	Lesson 59: Uses of Water from the Different Sources		Lesson 60 : Uses of Water in Our Daily Activities	Lesson 61 : The Importance of the Water Cycle	
<b>III. LEARNING RESOURCES</b>					
A. References					
1. Teacher’s Guide pages	301 - 305		306 - 308	309 - 312	
2. Learner’s Materials pages	258 - 262		263 - 266	267 - 269	
3. Textbook pages					
4. Additional Materials from Learning Resource (LR) portal					
B. Other Learning Resources / materials	Cut out pictures of the different sources of water, pocket chart, paper tape, permanent marker		Manila paper, permanent marker, paper tape, colored papers or assorted construction paper, old magazine, a pair of scissors, paste or glue, information card	Illustration of water cycle, manila paper, marker, paper tape, sentence strips or cartolina strips	
<b>IV. PROCEDURES</b>					
A. Reviewing previous lesson or presenting the new lesson	Conduct a short review on the topic about soil as a natural resource through a question and answer form. Ask: What do you think keeps the soil moist? Let the pupils sing a song about water to the tune of “Tayo’y Sumakay sa Kabayo” Ask: What do you think is the song about?		Conduct a review on the different sources of water through question and answer. Ask: “ How important is water to our daily activities? “	Review on the uses of water. Check their assignments.	
B. Establishing a purpose for the lesson	Give the following classroom standards first. See TG p. 302		Set classroom standards in preparations for the group activities.	Show the illustration of the water cycle . Ask: What do you think is the illustration about? What are the different forms of water in our environment? Do you think each form of water is important?	

C. Presenting examples / instances of the new lesson	Group the pupils into three. Give a short introduction on cooperative learning and the function of each role.	Perform LM- Lesson 60 Activity 1: “How Do You Use Me ? “ Group 1- Role play Group 2- Collage Making Group 3- Poem Making Group 4- Rap Group 5- Lyrical Lesson	Perform LM- Lesson 61 : Activity 1 :” How important I am in the Environment ? “
D. Discussing new concepts and practicing new skills #1	Perform LM- Lesson 59 Activity 1: “Where Do I Come From ?”	Group Presentations	Presentations of their output. Answer the guide questions. What does the illustration depict? What are its importance to man? plants ? animals ? cont. up to question no. 5
E. Discussing new concepts and practicing new skills #2	Presentation of output Discuss the answers to the Guide Questions.	Discuss the lesson. 1.Ask: What is given importance in the different presentations? 2. What are our daily activities that make use of water? ( Explanation-TG p. 307) Original File Submitted and Formatted by DepEd Club Member - visit <a href="http://depedclub.com">depedclub.com</a> for more	Provide the summary of the concepts developed by using the table. See TG p. 310
F. Developing Mastery (Leads to Formative Assessment)	What are the different sources of water? Discuss each sources of water.	What are the different uses of water in our daily activities? How important is water in our daily life?	Discuss the lesson further. Let the pupils do the Learning Log – TG-p.311
G. Finding practical application of concepts and skills in daily living		How will you conserve water?	
H. Making generalizations and abstractions about the lesson	What sources of water is salty? What sources of water is safe to drink?	Name different uses of water in our daily life? How will you conserve water in our daily activities?	Why is water cycle important?
I. Evaluating learning	Make a poster on the different sources of water and its importance to man’s life	Pupils’ activity may serve as assessment.	Let the pupils answer the graphic organizer- Concept map See TG- p.312
J. Additional activities for application or remediation	Make a list of the different uses of water at home.	List down 5 ways to conserve water at home.	Read and copy a weather report from a newspaper or weather forecast listened to on a sheet of paper.
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
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

		d i t i o n a l a c t i v i t i e s f o r r e m e d i a t i o n	d i t i o n a l a c t i v i t i e s f o r r e m e d i a t i o n
Did the remedial lessons work? No. of learners who have caught up with the lesson	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> of Learners who caught up the lesson	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> of Learners who caught up the lesson  - - Y e s - - N o - - - o f L e a r n e r s w	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> of Learners who caught up the lesson  - - Y e s - - N o - - - o f L e a r n e r s w

		h o c a u g h t u p t h e l e s s o n		h o c a u g h t u p t h e l e s s o n	
No. of learners who continue to require remediation	___ of Learners who continue to require remediation	- - - o f L e a r n e r s w h o c o n t i n u e t o r e q u i r e r e m e d i	___ of Learners who continue to require remediation	- - - o f L e a r n e r s w h o c o n t i n u e t o r e q u i r e r e m e d i	___ of Learners who continue to require remediation

		a t i o n	a t i o n
Which of my teaching strategies worked well? Why did these work?	<p><i>Strategies used that work well:</i></p> <p><input type="checkbox"/> Group collaboration</p> <p><input type="checkbox"/> Games</p> <p><input type="checkbox"/> Power Point Presentation</p> <p><input type="checkbox"/> Answering preliminary activities/exercises</p> <p><input type="checkbox"/> Discussion</p> <p><input type="checkbox"/> Case Method</p> <p><input type="checkbox"/> Think-Pair-Share (TPS)</p> <p><input type="checkbox"/> Rereading of Paragraphs/Poems/Stories</p> <p><input type="checkbox"/> Differentiated Instruction</p> <p><input type="checkbox"/> Role Playing/Drama</p> <p><input type="checkbox"/> Discovery Method</p> <p><input type="checkbox"/> Lecture Method</p> <p><i>Why?</i></p> <p><input type="checkbox"/> Complete IMs</p> <p><input type="checkbox"/> Availability of Materials</p> <p><input type="checkbox"/> Pupils' eagerness to learn</p> <p><input type="checkbox"/> Group member's Cooperation in doing their tasks</p>	<p>S t r a t e g i e s u s e d h a t w o r k e d w e l l : : - - - G r o u p c o l l a b o r a t i o n - - - G a</p> <p><i>Strategies used that work well:</i></p> <p><input type="checkbox"/> Group collaboration</p> <p><input type="checkbox"/> Games</p> <p><input type="checkbox"/> Power Point Presentation</p> <p><input type="checkbox"/> Answering preliminary activities/exercises</p> <p><input type="checkbox"/> Discussion</p> <p><input type="checkbox"/> Case Method</p> <p><input type="checkbox"/> Think-Pair-Share (TPS)</p> <p><input type="checkbox"/> Rereading of Paragraphs/Poems/Stories</p> <p><input type="checkbox"/> Differentiated Instruction</p> <p><input type="checkbox"/> Role Playing/Drama</p> <p><input type="checkbox"/> Discovery Method</p> <p><input type="checkbox"/> Lecture Method</p> <p><i>Why?</i></p> <p><input type="checkbox"/> Complete IMs</p> <p><input type="checkbox"/> Availability of Materials</p> <p><input type="checkbox"/> Pupils' eagerness to learn</p> <p><input type="checkbox"/> Group member's Cooperation in doing their tasks</p>	<p>S t r a t e g i e s u s e d h a t w o r k e d w e l l : : - - - G r o u p c o l l a b o r a t i o n - - - G a</p> <p><i>Strategies used that work well:</i></p> <p><input type="checkbox"/> Group collaboration</p> <p><input type="checkbox"/> Games</p> <p><input type="checkbox"/> Power Point Presentation</p> <p><input type="checkbox"/> Answering preliminary activities/exercises</p> <p><input type="checkbox"/> Discussion</p> <p><input type="checkbox"/> Case Method</p> <p><input type="checkbox"/> Think-Pair-Share (TPS)</p> <p><input type="checkbox"/> Rereading of Paragraphs/Poems/Stories</p> <p><input type="checkbox"/> Differentiated Instruction</p> <p><input type="checkbox"/> Role Playing/Drama</p> <p><input type="checkbox"/> Discovery Method</p> <p><input type="checkbox"/> Lecture Method</p> <p><i>Why?</i></p> <p><input type="checkbox"/> Complete IMs</p> <p><input type="checkbox"/> Availability of Materials</p> <p><input type="checkbox"/> Pupils' eagerness to learn</p> <p><input type="checkbox"/> Group member's Cooperation in doing their tasks</p>

		m e s - - P o w e r P o i n t P r e s e n t a t i o n - - A n s w e r i n g p r e l i m i n a r y a c t i v i t y		m e s - - P o w e r P o i n t P r e s e n t a t i o n - - A n s w e r i n g p r e l i m i n a r y a c t i v i t y	
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		i e s / e x e r c i s e s - - D i s c u s s i o n - - C a s e M e t h o d - - T h i n k - P a i r - S h a r e		i e s / e x e r c i s e s - - D i s c u s s i o n - - C a s e M e t h o d - - T h i n k - P a i r - S h a r e	
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( T P S ) - - R e e a d i n g o f P a r a g r a p h s / P o e m s / S t o r i e s - - D i f f e r e n t i a t
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( T P S ) - - R e e a d i n g o f P a r a g r a p h s / P o e m s / S t o r i e s - - D i f f e r e n t i a t
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		e d I n s t r u c t i o n - - R o l e P l a y i n g / D r a m a - - D i s c o v e r y M e t h o d - - L e c t		e d I n s t r u c t i o n - - R o l e P l a y i n g / D r a m a - - D i s c o v e r y M e t h o d - - L e c t	
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		u r e M e t h o d W h y? - - - C o m p l e t e I M s - - - A v a i l a b i l i t y o f M a t e r i a l s - - - P u		u r e M e t h o d W h y? - - - C o m p l e t e I M s - - - A v a i l a b i l i t y o f M a t e r i a l s - - - P u	
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		p i l s . e a g g e r n e s s t o l e a r n - - G r o u p m e m b e r . s C o o p e r a t i o n i n d o i n g t h e		p i l s . e a g g e r n e s s t o l e a r n - - G r o u p m e m b e r . s C o o p e r a t i o n i n d o i n g t h e	
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		i r t a s k s	i r t a s k s
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

		l o r f u l l M s - U n a v a i l a b l e T e c h n o l o g y E q u i p m e n t ( A V R / L C D ) - S c i e n		l o r f u l l M s - U n a v a i l a b l e T e c h n o l o g y E q u i p m e n t ( A V R / L C D ) - S c i e n	
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		ce / Computer / Internet Lab - Additional Clerical works - Reading		ce / Computer / Internet Lab - Additional Clerical works - Reading	
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		R e a d i n e s s - L a c k o f I n t e r e s t o f p u p i l s	R e a d i n e s s - L a c k o f I n t e r e s t o f p u p i l s
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>P l a n n e d I n n o v a t i o n s :</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>- L o c a</i>	<i>P l a n n e d I n n o v a t i o n s :</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>- L o c a</i>

		l i z e d V i d e o s - M a k i n g u s e b i g b o o k s f r o m v i e w s o f t h e l o c a l i t y - R e c		l i z e d V i d e o s - M a k i n g u s e b i g b o o k s f r o m v i e w s o f t h e l o c a l i t y - R e c	
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		ycling of plastic to be used as instructional Material - local p oe		ycling of plastic to be used as instructional Material - local p oe	
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		t i c a l c o m p o s i t i o n - F a s h c a r d s - P i c t u r e s		t i c a l c o m p o s i t i o n - F a s h c a r d s - P i c t u r e s	
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