



Republic of the Philippines
 Department of Education
 Region VII, Central Visayas
 Division of _____
 District of _____

DAILY LESSON PLAN

MATATAG (Revised K to 12 Curriculum)	School	DepEd Tambayanan	Grade Level	IV
	Teacher		Learning Area	SCIENCE 4
	Teaching Dates and Time	June 2026	Quarter, Week & Day	Q1, Wk1, D2

I. OBJECTIVES	
A. Content Standards	The learners learn that chemical properties of materials determine their uses.
B. Performance Standards	By the end of the Quarter, learners describe chemical properties of materials and changes to them. They demonstrate an understanding that science processes can solve everyday problems and use creativity and determination to provide examples.
C. Learning Competencies/ Objectives	<p>Learning Competency: Describe changes in properties of materials when exposed to certain changes in temperature, such as changes when ice melts .</p> <p>Objectives:</p> <ol style="list-style-type: none"> Describe what happens to solid materials (ice) when exposed to heat. Explain the process of melting as a physical change. Give examples of melting in daily life.
II. CONTENT/TOPIC	Physical Change: Melting (Solid to Liquid due to Temperature Increase)
LEARNING RESOURCES	
A. References	
1. Teacher's Guide pages	MATATAG K to 10 Curriculum Guide for Science 4, Quarter 1, Week 1, Day 2
2. Learner's Materials pages	SLM/Science 4 Quarter 1 – Lesson Exemplar (LE) for Week 1, Day 2
3. Textbook pages	Science Links Grade 4, REX Publication (Pages on Physical & Chemical Change)
4. Additional Materials from Learning Resource (LR) portal	DepEd Commons LR Portal – Videos on "Melting and Freezing"
B. Other Learning Resources	Ice cubes, saucer/plate, small basin, water, plastic bag, PowerPoint presentation, activity sheets
III. PROCEDURES	
A. Reviewing previous lesson or presenting the new lesson	(5 minutes) "Scientist Match-up" Quick Review: The teacher shows pictures of inventions (videophone, telephone). Learners identify the scientist: "Who invented the videophone?" (Gregorio Y. Zara). "Who invented the telephone?" (Alexander Graham Bell). Connect to the new lesson: "Today, we shift from who invented things to what happens to materials around us when they are heated.

<p>B. Establishing a purpose for the lesson/Motivation/Motive Questions</p>	<p>(3 minutes) Mystery Box: Show a small plastic bag with ice cubes. Ask: "What is inside? What will happen if I leave this on my desk for 15 minutes? What if I put it under the sun?" Let learners share their predictions.</p>
<p>C. Presenting examples/instances of the new lesson</p>	<p>(5 minutes) Picture Analysis: Show side-by-side pictures of: 1. Ice cube tray (solid ice) 2. Glass of water (liquid water) Ask: "Are they the same material? Why did the ice turn into water? What caused this change?"</p>
<p>D. Discussing new concepts and practicing new skills #1</p>	<p>(10 minutes) Demonstration (Teacher-led): 1. Place 2-3 ice cubes on a saucer. 2. Let learners touch and describe the ice cubes (cold, hard, solid). 3. Place the saucer under sunlight or near a lamp/window. 4. Wait 5-10 minutes. Ask learners to observe every 2 minutes.</p> <p>Guide Questions :</p> <ul style="list-style-type: none"> • What happened to the ice cubes? • What did you observe on the surface of the saucer? (Water puddle) • Where did the water come from? (The ice melted) • Did the ice become a different material? (No, it is still water – just in liquid form)
<p>E. Discussing new concepts and practicing new skills #2</p>	<p>(5 minutes) Teacher Input (Concept Formation) :</p> <p>Physical Change – A change that affects the form of a material but not its chemical composition.</p> <p>Melting – The process where a solid turns into a liquid when heated. Heat energy causes the molecules to move faster and spread apart .</p> <p>Key Concept: "The ice and the water are the SAME substance (H₂O). Only the state changed. This is a physical change.</p>
<p>F. Developing mastery (leads to Formative Assessment 3)</p>	<p>(7 minutes) Group Activity: "Melt Hunt" : Each group is given 1 minute to list down 5 examples of melting they see or experience at home or in school.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Candle wax melting when a candle is lit • Butter melting in a hot pan • Ice cream melting on a hot day • Chocolate melting in a warm hand • Cheese melting on top of a burger <p>The group with the most valid examples wins.</p>
<p>G. Finding practical applications of concepts and skills in daily living</p>	<p>(3 minutes) Think-Pair-Share: "Why do we put ice cream in a freezer and not on the table?" "Why do people melt butter before using it for cooking?" "How does melting help us in our daily lives?" (Cooking, recycling metals, making candles, etc.)</p>

H. Making generalizations and abstractions about the lesson	(2 minutes) Learners' Reflection: "When heat is added to a solid material like ice, it melts and turns into a liquid . This is a physical change because the material is still the same—only its form changed.
I. Evaluating learning	(3 minutes) Exit Ticket (½ sheet of paper): 1. What is the process called when a solid turns into a liquid due to heat? 2. Is melting a physical change or a chemical change? Why? 3. Give one example of melting that you see at home.
J. Additional activities for application or remediation	Remediation: Draw one example of melting and color it. Write 1 sentence about what is happening. Enrichment: At home, ask permission to observe butter or ice cream melt. Write down how many minutes it takes to melt completely.
V. REMARKS	<i>(To be filled out by the teacher after the lesson based on actual class progress.)</i>
VI. REFLECTION	<i>(To be filled out by the teacher after the lesson.)</i>
A. No of learners who earned 80% in the evaluation	
B. No. of learners who require additional activities for remediation	
C. Did the remedial lessons work? No. of learners who have caught up with the lesson.	
D. No. of learners 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 use/discover which I wish to share with other teachers?	

Prepared by:

Checked & Approved by:

Teacher – III

Principal

