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| Description: DEPED-NEW_e78wysqt  **GRADES 1 to 12**  **DAILY LESSON LOG** | **School:** | **DepEdClub.com** | **Grade Level:** | **IV** |
| **Teacher:** | **File Created by Ma’am RAQUELIZA M. VILLAPA** | **Learning Area:** | **SCIENCE** |
| **Teaching Dates and Time:** | **NOVEMBER 7 - 11, 2022 (WEEK 1)** | **Quarter:** | **2ND QUARTER** |

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|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |

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| 1. OBJECTIVES |  | | | | |
| 1. Content Standards | Demonstrate understanding of how the major internal organs, such as the brain, heart, liver, stomach, bones and muscles keep the body healthy. | | | | |
| 1. Performance Standards | Describe the main function of major organs. | | | | |
| 1. Learning Competencies/ Objectives   *( Write the Code for each)* | 1. Describe the functions of the bones. | 1. Describe the functions of the muscles.  2. Describe how do bones and muscles allow us to move. | 1. Describe the functions of the muscles.  \*involuntary and voluntary | 1. Identify common bone injuries and diseases. | Demonstrate first aid measures for common bone injuries and diseases |
| 1. CONTENT   *( Subject Matter)* | Chapter 1:Major Organs of the Human Body  Lesson 14:Bones and Muscles | Chapter 1:Major Organs of the Human Body  Lesson 14:Bones and Muscles | Chapter 1:Major Organs of the Human Body  Lesson 14:Bones and Muscles | Chapter 1:Major Organs of the Human Body  Lesson 14:Bones and Muscles | Chapter 1:Major Organs of the Human Body  Lesson 14:Bones and Muscles |
| 1. LEARNING RESOURCES   References |  |  |  |  |  |
| 1. Teacher’s Guide pages | 73-79 | 73-79 | 73-79 | 73-79 | 73-79 |
| 1. Learner’s Material pages | 58-69 | 58-69 | 58-69 | 58-69 | 58-69 |
| 1. Textbook pages |  |  |  |  |  |
| 1. Additional Materials from Learning Resource LR portal |  |  |  |  |  |
| 1. Other Learning Resources | skeleton dance video | skeleton dance video | skeleton dance video | skeleton dance video | Speakers ,ice bag, elastic bandage, |
| 1. PROCEDURE |  |  |  | |  |
| 1. Reviewing previous Lesson or presenting new lesson | Let the pupils do the Skeleton dance. | What are the functions of the bones? | What are the functions of the bones? | Let the pupils do the Skeleton dance. | What are common bone and muscle injuries? Tell something about these. |
| 1. Establishing a purpose for the lesson | - “What would we look like if we have no bones in our body? | - “Do you think could move with the bones alone? | - “Do you think could move with the bones alone? | - Did you experience having some bone injuries or muscle injuries? How did you feel? | While you were playing luksong baka, one of your friends fell and broke his bone in his elbow, what are you going to do first? |
| 1. Presenting examples/ instances of the new lesson. | Let the pupils touch and feel their bones and tell something about these bones. | \*Show a video of how the muscles and bones allow a person to move. | \*Show a video of how the muscles and bones allow a person to move. | Show pictures of children suffering from bone injuries and muscle injuries. | - Show a video of applying a first aid measure for a fractured bone. |
| 1. Discussing new concepts and practicing new skills.*#1* | -See pp 62 of the LM for the activity.  . | Introduce the activity. See pp 59 of the LM for the gactivity. | Introduce the activity. See pp 61 of the LM for the activity. | - Introduce the activity. See pp 65 of the LM for the activity  . | Introduce the activity. See pp 68-69 of the LM for the activity. |
| 1. Discussing new concepts and practicing new skills *#2.* | -The teacher further explains the lesson.  1.What are the bones that protect the internal organs?  2. Which set of bones protect the lungs and the liver?  3-4. (See LM, p.63) | -The teacher further explains the lesson.  1. How many bones are involved in the movement?  2. Are the bones connected to each other?  3. (See LM, p.60)  - The teacher clarifies misconceptions | -The teacher further explains the lesson.  1. What helps your finger bones move as you write?  2. Were you able to control the movement of your arms and legs?  3-7. See LM, p.61  \*Explain what voluntary and involuntary muscles are. | -The teacher further explains the lesson. She explains the common bone and muscle injuries.  1.What are the common muscle injuries?  2. What are the common bone injuries?  3-7. (See LM, p.66-67) | -The teacher further explains the first aid treatment for bone injuries.  -The teacher demonstrates the first aid treatment for different bone and muscle injuries. |
| 1. Developing Mastery   (Lead to Formative Assessment 3) | -Show pictures of these bones that protect the internal organs and explain the function of each. | -Explain the background information (pg 60of LM)  -Have the pupils master the concepts. | -Explain the background information (pg 62of LM)  -Have the pupils master the concepts. | -Explain the background information (pg 67of LM)  -Have the pupils master the concepts. | -Explain the background information (pg 69of LM)  -Have the pupils master the concepts. |
| 1. Finding practical application of concepts and skills in daily living | \*What do you think might happen to our internal organs if there are no bones? | Do you think the body can move if the muscles and the bones do not coordinate with each other?  If the bones do not have joints, what will happen?  Why? | What will happen if we don’t have involuntary muscles in our body? | \*What are you going to do to avoid these bone and muscle injuries?  Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more | Find a partner and demonstrate the first aid treatment for one of the following:   1. Fracture 2. Cramps 3. Bruise   4-5. |
| 1. Making Generalizations and Abstraction about the Lesson. | \* What are the functions of the bones?  \*What are the bones that protect the internal organs? | \*What are the functions of the muscles? | \*What is the difference between voluntary and involuntary muscle? Give examples. | \* What are different bone and muscle injuries? | \*What are the first aid treatment for different bone and muscle injuries*?* |
| 1. Evaluating Learning | What bone protects the following:   1. Brain 2. Heart 3. Liver 4. Vertebrae or backbone 5. Pelvic bone | **Tell whether the statement is TRUE or FALSE.**  1. The muscle and bones coordinate with each other to make the body move.  2. The point where the bones meet are called joints.  3-5. | **Tell whether the following are voluntary or involuntary muscles:**   1. Leg muscles 2. Arm muscles 3. Heart muscles 4. Lung muscles 5. Eyelid muscles | Identify the following bone and muscle injury:   1. It is a break in the bone. 2. It occurs when a bone is displaced out of its proper position.   3-5. | The first aid treatment demonstration will serve as the evaluation part of the lesson. Use rubrics in assessing their performance. |
| 1. Additional Activities for Application or Remediation | Draw the bones that protect our internal organs. | Draw the skeletal system in a a bond paper. | List some examples of voluntary and involuntary muscles. | Research some first aid measure for these bone and muscle injuries. | List the steps in performing the first aid treatment for sprain. |
| 1. REMARKS |  |  |  |  |  |
| 1. REFLECTION |  |  |  |  |  |
| A.No. of learners earned 80%in the evaluation. |  |  |  |  |  |
| B . No. of learners who required additional activities for remediation who scored below 80% |  |  |  |  |  |
| C. Did the remedial lesson work? No. of learners who have caught up with the lesson. |  |  |  |  |  |
| D. No. of learner 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 used/discover which I wish to share with other teachers? |  | | | | |