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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 Sir BIENVINIDO C. CRUZ JR** | **Learning Area:** | **SCIENCE** |
| **Teaching Dates and Time:** | **NOVEMBER 14 - 18, 2022 (WEEK 2)** | **Quarter:** | **2ND QUARTER** |

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

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| I. 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 | Communicate that the major organs work together to make the body function properly | | | | |
| 1. Learning Competencies/ Objectives   *( Write the Code for each)* | 1. Identify the features of the stomach 2. Explain the function of the stomach and small intestine in food |  | 1. Identify the features of the stomach 2. Explain the function of the stomach and small intestine in food | 1. Identify common problems related to digestion | Identify treatments to common problems related to digestion |
| 1. CONTENT   *( Subject Matter)* | **Major Organs of the Body**  **-Stomach and Intestines** |  | **Major Organs of the Body**  **-Stomach and Intestines** | **Common Digestive Disorders** | **Treatments for some common problems related to digestion** |
| 1. LEARNING RESOURCES 2. References |  |  |  |  |  |
| 1. Teacher’s Guide pages | 79-81 |  | 79-81 | 82-83 | 83-84 |
| 1. Learner’s Material pages | 70-71 |  | 72-73 | 74-75 | 75-77 |
| 1. Textbook pages |  |  |  |  |  |
| 1. Additional Materials from Learning Resource LR portal |  |  |  |  |  |
| 1. Other Learning Resources | Digestive system video |  | Digestive system video | Digestive System Diagram | Pictures of healthy eating habits |
| 1. PROCEDURE |  |  |  | |  |
| 1. Reviewing previous Lesson or presenting new lesson | Show to the class a human body model (DepEd issue) |  | What are the different parts in the digestive system? | Ask the pupils if they have experienced having stomach ache. Have them share it to the class | What are common digestive disorders? Tell something about these. |
| 1. Establishing a purpose for the lesson | Have the pupils identify the parts of the human body and let them tell/explain their functions |  | Where do you think the foods will go after they are broken down into smaller particles in the stomach? | Why do you think we sometimes suffer from stomach ache? | Tell a scenario to the class of a girl having an appendicitis ailment. Do you think that the girl should see a doctor? Why? |
| 1. Presenting examples/ instances of the new lesson. | Present again the Human Body Model to the class, this time focus on the stomach/digestive part |  | Present to the class a model/illustration of small and big intestines Present again the Human Body Model to the class, this time focus on the stomach/digestive part | Show pictures dirty food. Let the pupils tell the possible effects if they will eat these foods. | Ask the pupils to pretend like a doctor and let them identify the possible digestive ailments and have them suggest the treatments as well |
| 1. Discussing new concepts and practicing new skills.*#1* | -Do activity 1 of page 70 in the LM  . |  | -Do activity 2 of page 72 in the LM  . | Introduce to the class the common ailments related to digestion | Read page 76 of LM. Explain each of the treatment to the class |
| 1. Discussing new concepts and practicing new skills *#2.* | -The teacher further explains the lesson.  1.Where do you think will the foods go after we swallow them?  2. What is the function of the stomach?  3. Will the food stay in the stomach for a long time? |  | -The teacher further explains the lesson.  1.Where do you think will the foods go after we swallow them?  2. What is the function of the stomach?  3. What are the functions of the small and large intestines? | -The teacher further explains the lesson. | The teacher discusses the symptoms of each ailment and its possible treatment |
| 1. Developing Mastery   (Lead to Formative Assessment 3) | -Show a diagram or illustration of the digestive system and have the identify the parts and the function of the stomach and small intestine in food digestion |  | Explain the function of the intestines in food digestion  Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more | Name the common ailments related to digestion and how do they differ from each other.  \*Point out similarities in symptoms as well | * Why should digestive disorders be given medication right away? |
| 1. Finding practical application of concepts and skills in daily living | What do you think might happen to our body if we don’t have stomachs |  | Why do we have to take a rest after we eat ? | How can we avoid from digestive disorders? | Let the class enumerate healthy practices they do at home an in school to avoid digestive disorders |
| 1. Making Generalizations and Abstraction about the Lesson. | What are the parts of the digestive system?  Explain the function of the stomach and small intestine in food digestion |  | What are the function of the small and large intestines in food digestion? | What are the common digestive disorders? | What are some of the common treatments you do at home for digestive disorders? |
| 1. Evaluating Learning | **Tell whether the statement is TRUE or FALSE.**   1. Digestion takes place as soon as we start to chew our food 2. Salivary glands produce saliva   3-5 |  | **Explain in 5 sentences the functions of the small and large intestines** | Identify the following digestive disorder.  \_\_\_\_\_\_\_1. It is caused by the inflammation of appendix caused by irritation from undigested food | Write the possible tratments to the following digestive disorders   1. Diarrhea 2. Indigestion 3. Constipation |
| 1. Additional Activities for Application or Remediation | Draw and label the features of stomach in the Science Activity Notebook |  |  | Research some treatments to common problems related to digestion |  |

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| **V.REMARKS** | |  |  |  |  |  |
| **VI.REFLECTION** |  |  |  |  |  |
| 1. 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 |
| 1. 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 |
| 1. 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 |
| 1. 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 |
| 1. Which of my teaching strategies worked well? Why did these work? | | *Strategies used that work well:*  \_\_\_ 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  *Why?*  \_\_\_ Complete IMs  \_\_\_ Availability of Materials  \_\_\_ Pupils’ eagerness to learn  \_\_\_ Group member’s Cooperation in doing their tasks | *Strategies used that work well:*  \_\_\_ 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  *Why?*  \_\_\_ Complete IMs  \_\_\_ Availability of Materials  \_\_\_ Pupils’ eagerness to learn  \_\_\_ Group member’s  Cooperation in doing their tasks | *Strategies used that work well:*  \_\_\_ 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  *Why?*  \_\_\_ Complete IMs  \_\_\_ Availability of Materials  \_\_\_ Pupils’ eagerness to learn  \_\_\_ Group member’s  Cooperation in doing their tasks | *Strategies used that work well:*  \_\_\_ 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  *Why?*  \_\_\_ Complete IMs  \_\_\_ Availability of Materials  \_\_\_ Pupils’ eagerness to learn  \_\_\_ Group member’s  Cooperation in doing their tasks | *Strategies used that work well:*  \_\_\_ 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  *Why?*  \_\_\_ Complete IMs  \_\_\_ Availability of Materials  \_\_\_ Pupils’ eagerness to learn  \_\_\_ Group member’s  Cooperation in doing their tasks |
| 1. 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 |
| 1. What innovation or localized materials did I use/discover which I wish to share with other teachers? | | *Planned Innovations:*  \_\_ 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 | *Planned Innovations:*  \_\_ 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 | *Planned Innovations:*  \_\_ 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 | *Planned Innovations:*  \_\_ 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 | *Planned Innovations:*  \_\_ 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 |