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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 28 - DECEMBER 2, 2022 (WEEK 4)** | **Quarter:** | **2ND QUARTER** |

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

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| **I.OBJECTIVES** |  |  |  |  |  |
| **A.Content Standards** | How the major internal organs such as the brain, heart, lungs, liver, stomach, intestines, kidneys, bones, and muscles keep the body healthy | | | Animals have body parts that make them adapt to land or water | |
| **B.Performance Standards** |  | | | Construct a prototype model of organism that has body parts which ca survive in a given environment | |
| **C.Learning Competencies/Objectives**  **Write the LC for each** | Identify teh causes and treatment of diseases of the major organs  **S4LT-IIa-b-3** | Practice habits to maintain a healthy body  **S4LT-IIa-b-4** | | Infer that body structures help animals adapt and survive in their particular habitat.  **S4LT- IIc-d-5** | |
| **II.CONTENT** | Lesson 18: Brain  -identify the different functions of the brain  - Identify the common causes of illnesses of the brain and their treatment. | Lesson 19: Proper Care of Internal Organs  - Identify ways on how to take care of the different internal organs of the body.  - Explain the importance of practicing proper health habits | Lesson 19: Proper Care of Internal Organs  - Identify ways on how to take care of the different internal organs of the body.  - Explain the importance of practicing proper health habits | Lesson 20: Body Parts of Animals that Live in Water  - Infer that animals have different body structures that make them adapt to  water. | Lesson 20: Body Parts of Animals that Live in Water  - Infer that animals have different body structures that make them adapt to  water. |
| **III. LEARNING RESOURCES** |  |  |  |  |  |
| **A.References** |  |  |  |  |  |
| **1.Teacher’s Guide pages** | 93 - 95 | 96 - 98 | 96 - 98 | 100 - 103 | 100 - 103 |
| **2.Learner’s Materials Pages** |  |  |  |  |  |
| **3.Textbook pages** |  |  |  |  |  |
| **4.Additional Materials from Learning Resource (LR) Portal** |  |  |  |  |  |
| **B.Other Learning Resources** | Video Presentation | Video Presentation | Video Presentation |  |  |
| **IV. PROCEDURES** |  |  |  |  |  |
| **A.Reviewing previous lesson or presenting the new lesson** | How can we prevents ailments of the heart and lungs? | State the functions of the brain? | State the functions of the brain? | Reviewing Chapter Test through Drill | Reviewing Chapter Test through Drill |
| **B.Establishing a purpose for the lesson** | What will you do if an angry dog barks at you?  - Why do you immediately remove your hand if you touched a hot object?  - What could be your possible reaction when you hear rock music?  - What makes you cry? | Show a picture of a healthy pupil and a sick child.  What can a healthy child do? What about the sick child?  Are you healthy? | Show a picture of a healthy pupil and a sick child.  What can a healthy child do? What about the sick child?  Are you healthy? | Recall what the pupils have learned about animals in the previous grade by doing the activity below.  Using the Venn Diagram. | Recall what the pupils have learned about animals in the previous grade by doing the activity below.  Using the Venn Diagram. |
| **C. Presenting examples/instances of the new lesson** | Write responses on the board.  Ask the pupils to look for a partner. | What are the different major organs of our body ? Let us find out how e can protect our internal organs to become healthy and fit. | What are the different major organs of our body ? Let us find out how e can protect our internal organs to become healthy and fit. | Where do animals live?  - What are the different habitats of animals?  - What are the different animals that live in each habitat?  - Why do you think animals live on the different habitats? | Where do animals live?  - What are the different habitats of animals?  - What are the different animals that live in each habitat?  - Why do you think animals live on the different habitats? |
| **E.Discussing new concepts and practicing new skills #1** | Do Lesson 18: LM Activities I-A, I-B and I-Con “ What makes us respond to stimuli? | Divide the class into six group.  Do Lesson 19: LM Activity I- “ How will I protect internal organ? | Divide the class into six group.  Do Lesson 19: LM Activity I- “ How will I protect internal organ? | Divide the class into groups.  -Recall the standards in doing the activities  - Allow the pupils to discuss their collected data within the groups  Refer TG Exploration p. 101 | Divide the class into groups.  -Recall the standards in doing the activities  - Allow the pupils to discuss their collected data within the groups  Refer TG Exploration p. 101 |
| **F.Discussing new concepts and practicing new skills #2** | Allow the pupils to share their answers and results of the activity.  - How do you feel about the activity?  - Discuss teh functions of the brain and the diseases and disorders of the brain. | Allow them to share their answers.  - Check the answers of pupils. Refer TG p. 97 | Allow them to share their answers.  - Check the answers of pupils. Refer TG p. 97 | Group report.  Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more | Group report. |
| **G..Developing mastery**  **(Leads to formative assessment)** | Recalling the diseases related to brain a | What are the common ways in caring the different organs? | What are the common ways in caring the different organs? | What animals did you observe in the activities?  - Describe their body coverings  - What other parts do these animals have? What are their uses?Are these parts importants?  - What have you learned? | What animals did you observe in the activities?  - Describe their body coverings  - What other parts do these animals have? What are their uses?Are these parts importants?  - What have you learned? |
| **H.Finding practical/applications of concepts and skills in daily living** | What are the functions of the brain?  - What is the main function of the brain?  What causes migraine?  - What is the condition of a person who suffered from severe stroke? | How do our health practices affect our body? | How do our health practices affect our body? | Game:  Divide the class into groups. Tell the pupils to list down as many as aquatic animals as they can in one minute. The group with the most number of animals listed will be declared the winner. | Game:  Divide the class into groups. Tell the pupils to list down as many as aquatic animals as they can in one minute. The group with the most number of animals listed will be declared the winner. |
| **I. Making generalizations and abstractions about the lesson** | Allow the pupils to play small brain games. And tell the pupils that doing this kind of sctivity helps the brain perform its function well. | How will you take care of your internal Organs? | How will you take care of your internal Organs? | What is the importance of letting them live in their natural habitat ? | What is the importance of letting them live in their natural habitat ? |
| **J..Evaluating Learning** | What are the functions of the brain?  - What are the common diseases related to the brain?  - How can you avoid brain ailments? | -Answer Evalution  Refer TG p. 98 | -Answer Evaluation  Refer TG p. 98 | Performance Assessment: animal Plan/ Constructing Model  Refer T. p. 102 | Performance Assessment: animal Plan/ Constructing Model  Refer T. p. 102 |
| **K..Additional activities for application or remediation** |  | Answer Chapter Test.  Refer TG pp.98- 99 | Answer Chapter Test.  Refer TG pp.98- 99 | Make a journal of what you have learned. You may begin with the statement:  Now I know that \_\_\_\_\_\_\_\_\_\_\_\_ | Make a journal of what you have learned. You may begin with the statement:  Now I know that \_\_\_\_\_\_\_\_\_\_\_\_ |

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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 |