



**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: | APRIL 10 - 14, 2023 (WEEK 9)              | Quarter:       | 3 <sup>RD</sup> QUARTER |

|                                                                     | MONDAY                                                                                                                                                                                                                                                   | TUESDAY                                                                                                                                                                                                                                                  | WEDNESDAY                                                                                                                                                 | THURSDAY                                                                                                                                          | FRIDAY                                                                                                                                                  |
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| <b>I. OBJECTIVES</b>                                                |                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                          | a. Investigate the characteristics of sound.<br>b. Infer that sound could be reflected in a form of echo.<br>C. Cooperation in performing group activity. | a. Investigate the characteristics of sound.<br>b. Infer that sound could be reflected in a form of echo.<br>C. Following instructions carefully. | a. Investigate the characteristics of sound.<br>b. Infer that sound could be reflected in a form of echo.<br>C. Caring for the living things like bats. |
| <b>A. Content Standards</b>                                         | How light, heat and sound travel using various objects                                                                                                                                                                                                   |                                                                                                                                                                                                                                                          | The learners demonstrate understanding of how light, heat and sound travel using various objects.                                                         | The learners demonstrate understanding of how light, heat and sound travel using various objects.                                                 | The learners demonstrate understanding of how light, heat and sound travel using various objects.                                                       |
| <b>B. Performance Standards</b>                                     | Demonstrate conceptual understanding of properties/ characteristics of light, heat and sound                                                                                                                                                             |                                                                                                                                                                                                                                                          | The learners demonstrate conceptual understanding of properties/characteristics of light, heat and sound.                                                 | The learners demonstrate conceptual understanding of properties/characteristics of light, heat and sound.                                         | The learners demonstrate conceptual understanding of properties/characteristics of light, heat and sound.                                               |
| <b>C. Learning Competencies/Objectives</b><br>Write the LC for each | Investigate properties and characteristics of sounds<br><b>S4FE-IIIh-5</b>                                                                                                                                                                               | Investigate properties and characteristics of sounds<br><b>S4FE-IIIh-5</b>                                                                                                                                                                               | The learners should be able to investigate properties and characteristics of light and sound.<br>S4FE-IIIh-5                                              | The learners should be able to investigate properties and characteristics of light and sound.<br>S4FE-IIIh-5                                      | The learners should be able to investigate properties and characteristics of light and sound.<br>S4FE-IIIh-5                                            |
| <b>II.CONTENT</b>                                                   | Lesson 55: Investigating Characteristics of Sound<br><br>-investigate characteristics of sound<br>-Infer that sound could be reflected in a form of echo<br>-describe through various activities that sound could be reflected back in the form of echo. | Lesson 55: Investigating Characteristics of Sound<br><br>-investigate characteristics of sound<br>-Infer that sound could be reflected in a form of echo<br>-describe through various activities that sound could be reflected back in the form of echo. | Light, Heat and Sound<br>Lesson 55: Investigating the Characteristics of Souns<br>(Day 1)                                                                 | Light, Heat and Sound<br>Lesson 55: Investigating the Characteristics of Souns<br>(Day 2)                                                         | Light, Heat and Sound<br>Lesson 55: Investigating the Characteristics of Souns<br>(Day 3)                                                               |
| <b>III. LEARNING RESOURCES</b>                                      |                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                          |                                                                                                                                                           |                                                                                                                                                   |                                                                                                                                                         |
| <b>A. References</b>                                                |                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                          |                                                                                                                                                           |                                                                                                                                                   |                                                                                                                                                         |
| <b>1.Teacher's Guide pages</b>                                      | 271-273                                                                                                                                                                                                                                                  | 271-273                                                                                                                                                                                                                                                  | 270-272                                                                                                                                                   | 273                                                                                                                                               | 273-274                                                                                                                                                 |
| <b>2.Learner's Materials Pages</b>                                  | 226-229                                                                                                                                                                                                                                                  | 226-229                                                                                                                                                                                                                                                  | 226-227                                                                                                                                                   | 228-229                                                                                                                                           | 229-231                                                                                                                                                 |
| <b>3.Textbook pages</b>                                             |                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                          |                                                                                                                                                           |                                                                                                                                                   |                                                                                                                                                         |
| <b>4.Additional Materials from Learning Resource (LR) Portal</b>    |                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                          |                                                                                                                                                           |                                                                                                                                                   |                                                                                                                                                         |

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| <b>B.Other Learning Resources</b>                                               | Power point presentation                                                                                                                              | Power point presentation                                                                                                                              | Video presentation / power point presentation                                                    | Power point presentation                                                                                       |                                                                                                                                                                                        |
| <b>IV. PROCEDURES</b>                                                           |                                                                                                                                                       |                                                                                                                                                       |                                                                                                  |                                                                                                                |                                                                                                                                                                                        |
| <b>A. Reviewing previous lesson or presenting the new lesson</b>                | What is echo?                                                                                                                                         | What is echo?                                                                                                                                         | Review previous discussion<br>About investigating the properties of sound from previous activity | Engagement<br>Do daily routines<br>Recall of important concepts learned                                        | Do daily routines<br>Let them recall important concepts learned                                                                                                                        |
| <b>B. Establishing a purpose for the lesson</b>                                 | Answer the puzzle, TG page 273.                                                                                                                       | Answer the puzzle, TG page 273.                                                                                                                       | Today we are going to investigate characteristics of sound.                                      | Today we are going to continue our discussion about characteristics of                                         | Today we are going to continue our discussion about characteristics of                                                                                                                 |
| <b>C. Presenting examples/instances of the new lesson</b>                       | Brainstorm on the given responses and come up with common ideas.                                                                                      | Brainstorm on the given responses and come up with common ideas.                                                                                      | Engagement<br>see TG p. 271<br>Exploration                                                       | table. And 2. Draw line to connect the letters of the word that you will find.<br>see TG p. 273<br>Exploration | Engagement<br>see TG p. 273-274<br>Exploration<br>Original File Submitted and Formatted by DepEd Club Member - visit <a href="http://depedclub.com">depedclub.com</a> for more         |
| <b><i>D. Discussing new concepts and practicing new skills #1</i></b>           | Divide the class into groups.<br>Do activity 2, Can you hear the words I said? Page 228 of LM.<br>Answer the guide questions.<br>Group presentations. | Divide the class into groups.<br>Do activity 2, Can you hear the words I said? Page 228 of LM.<br>Answer the guide questions.<br>Group presentations. | see TG p. 271<br>Activity 1<br>see LM p. 226                                                     | see TG p. 273<br>Activity 1<br>228-229                                                                         | see TG p. 274<br>Activity 1<br>229-231                                                                                                                                                 |
| <b>E. Discussing new concepts and practicing new skills #1</b>                  | Discussion on the results of the activity.                                                                                                            | Discussion on the results of the activity.                                                                                                            | Group presentation                                                                               | Group presentation                                                                                             | Group presentation                                                                                                                                                                     |
| <b>F. Discussing new concepts and practicing new skills #2</b>                  | What does the activity tell us about sounds?                                                                                                          | What does the activity tell us about sounds?                                                                                                          | Explanation/Discussion<br>see TG p. 271-272                                                      | Explanation/Discussion<br>see TG p. 273                                                                        | Explanation/Discussion<br>see TG p. 274                                                                                                                                                |
| <b>G. Developing mastery (Leads to formative assessment)</b>                    | If you are at the forest and shout your name, what do you hear?                                                                                       | If you are at the forest and shout your name, what do you hear?                                                                                       | Did you cooperate with your group mates?                                                         | Did you follow the instructions carefully?                                                                     | How will you take care of the all living things?                                                                                                                                       |
| <b>H. Finding practical/applications of concepts and skills in daily living</b> | If sound come in contact with different materials like walls or carpets, they are either _____ or _____.                                              | If sound come in contact with different materials like walls or carpets, they are either _____ or _____.                                              | see LM p. 227                                                                                    | see LM p. 229                                                                                                  | see LM p. 231                                                                                                                                                                          |
| <b>I. Making generalizations and abstractions about the lesson</b>              | Group work assessment.                                                                                                                                | Group work assessment.                                                                                                                                | What are the 3 reasons why an echo is not produced?                                              | The group performance can be given a rating                                                                    | Complete the paragraph.<br>Most species of bats rely on _____ to help them find their _____. This is why it is no _____ at all for them to be able to _____ insects in complete _____. |
| <b>J. Evaluating Learning</b>                                                   | What are the materials that are good at reflecting sounds?                                                                                            | What are the materials that are good at reflecting sounds?                                                                                            |                                                                                                  |                                                                                                                |                                                                                                                                                                                        |
| <b>K. Additional activities for application or remediation</b>                  |                                                                                                                                                       |                                                                                                                                                       |                                                                                                  |                                                                                                                |                                                                                                                                                                                        |

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| VI. PAGNINILAY                                                                                      |                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                        |
| A. Bilang ng mag-aaral na nakakuha ng 80% sa pagtataya.                                             |                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                        |
| B. Bilang ng mga-aaral na nangangailangan ng iba pang gawain para sa remediation                    |                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                        |
| C. Nakatulong ba ang remediation? Bilang ng mag-aaral na nakaunawa sa aralin.                       |                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                        |
| D. Bilang ng mga mag-aaral na magpapatuloy sa remediation                                           |                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                        |
| E. Alin sa mga istratohiyang pagtuturo ang nakatulong ng lubos? Paano ito nakatulong?               | <b>Stratehiyang dapat gamitin:</b><br>__ Koaborasyon<br>__ Pangkatang Gawain<br>__ ANA / KWL<br>__ Fishbone Planner<br>__ Sanhi at Bunga<br>__ Paint Me A Picture<br>__ Event Map<br>__ Decision Chart<br>__ Data Retrieval Chart<br>__ I –Search<br>__ Discussion                                                                     | <b>Stratehiyang dapat gamitin:</b><br>__ Koaborasyon<br>__ Pangkatang Gawain<br>__ ANA / KWL<br>__ Fishbone Planner<br>__ Sanhi at Bunga<br>__ Paint Me A Picture<br>__ Event Map<br>__ Decision Chart<br>__ Data Retrieval Chart<br>__ I –Search<br>__ Discussion                                                                     | <b>Stratehiyang dapat gamitin:</b><br>__ Koaborasyon<br>__ Pangkatang Gawain<br>__ ANA / KWL<br>__ Fishbone Planner<br>__ Sanhi at Bunga<br>__ Paint Me A Picture<br>__ Event Map<br>__ Decision Chart<br>__ Data Retrieval Chart<br>__ I –Search<br>__ Discussion                                                                     | <b>Stratehiyang dapat gamitin:</b><br>__ Koaborasyon<br>__ Pangkatang Gawain<br>__ ANA / KWL<br>__ Fishbone Planner<br>__ Sanhi at Bunga<br>__ Paint Me A Picture<br>__ Event Map<br>__ Decision Chart<br>__ Data Retrieval Chart<br>__ I –Search<br>__ Discussion                                                                     | <b>Stratehiyang dapat gamitin:</b><br>__ Koaborasyon<br>__ Pangkatang Gawain<br>__ ANA / KWL<br>__ Fishbone Planner<br>__ Sanhi at Bunga<br>__ Paint Me A Picture<br>__ Event Map<br>__ Decision Chart<br>__ Data Retrieval Chart<br>__ I –Search<br>__ Discussion                                                                     |
| F. Anong suliranin ang aking naranasan na nasolusyunan sa tulong ng aking punungguro at superbisor? | <b>Mga Suliraning aking naranasan:</b><br>__ Kakulangan sa makabagong kagamitang panturo.<br>__ Di-magandang pag-uugali ng mga bata.<br>__ Mapanupil/mapang-aping mga bata<br>__ Kakulangan sa Kahandaan ng mga bata lalo na sa pagbabasa.<br>__ Kakulangan ng guro sa kaalaman ng makabagong teknolohiya<br>__ Kamalayang makadayuhan | <b>Mga Suliraning aking naranasan:</b><br>__ Kakulangan sa makabagong kagamitang panturo.<br>__ Di-magandang pag-uugali ng mga bata.<br>__ Mapanupil/mapang-aping mga bata<br>__ Kakulangan sa Kahandaan ng mga bata lalo na sa pagbabasa.<br>__ Kakulangan ng guro sa kaalaman ng makabagong teknolohiya<br>__ Kamalayang makadayuhan | <b>Mga Suliraning aking naranasan:</b><br>__ Kakulangan sa makabagong kagamitang panturo.<br>__ Di-magandang pag-uugali ng mga bata.<br>__ Mapanupil/mapang-aping mga bata<br>__ Kakulangan sa Kahandaan ng mga bata lalo na sa pagbabasa.<br>__ Kakulangan ng guro sa kaalaman ng makabagong teknolohiya<br>__ Kamalayang makadayuhan | <b>Mga Suliraning aking naranasan:</b><br>__ Kakulangan sa makabagong kagamitang panturo.<br>__ Di-magandang pag-uugali ng mga bata.<br>__ Mapanupil/mapang-aping mga bata<br>__ Kakulangan sa Kahandaan ng mga bata lalo na sa pagbabasa.<br>__ Kakulangan ng guro sa kaalaman ng makabagong teknolohiya<br>__ Kamalayang makadayuhan | <b>Mga Suliraning aking naranasan:</b><br>__ Kakulangan sa makabagong kagamitang panturo.<br>__ Di-magandang pag-uugali ng mga bata.<br>__ Mapanupil/mapang-aping mga bata<br>__ Kakulangan sa Kahandaan ng mga bata lalo na sa pagbabasa.<br>__ Kakulangan ng guro sa kaalaman ng makabagong teknolohiya<br>__ Kamalayang makadayuhan |
| G. Anong kagamitan ang aking nadibuho na nais kong ibahagi sa mga kapwa ko guro?                    | __ Pagpapanuod ng video presentation<br>__ Paggamit ng Big Book<br>__ Community Language Learning<br>__ Ang “Suggestopedia”<br>__ Ang pagkatutong Task Based<br>__ Instraksyunal na material                                                                                                                                           | __ Pagpapanuod ng video presentation<br>__ Paggamit ng Big Book<br>__ Community Language Learning<br>__ Ang “Suggestopedia”<br>__ Ang pagkatutong Task Based<br>__ Instraksyunal na material                                                                                                                                           | __ Pagpapanuod ng video presentation<br>__ Paggamit ng Big Book<br>__ Community Language Learning<br>__ Ang “Suggestopedia”<br>__ Ang pagkatutong Task Based<br>__ Instraksyunal na material                                                                                                                                           | __ Pagpapanuod ng video presentation<br>__ Paggamit ng Big Book<br>__ Community Language Learning<br>__ Ang “Suggestopedia”<br>__ Ang pagkatutong Task Based<br>__ Instraksyunal na material                                                                                                                                           | __ Pagpapanuod ng video presentation<br>__ Paggamit ng Big Book<br>__ Community Language Learning<br>__ Ang “Suggestopedia”<br>__ Ang pagkatutong Task Based<br>__ Instraksyunal na material                                                                                                                                           |