GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	IV
	Teacher:		Learning Area:	SCIENCE
	Teaching Dates and Time:	Week 5	Quarter:	4th Quarter

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES					
A .Content Standards	The sun as the main source of heat and light on earth.				
B .Performance Standards					
C. Learning Competencies/ Objectives Write the LC code for each	Describes the role of the sun in the water cycle S4ES-IVi-10 ● . Observe the processes involved in the water cycle. ● Operationally define what a water cycle is. ● Describe the role of the sun in the water cycle. ● Explain the processes involved in the cycle.		Describe the effects of the sun. S4ES-IVi-11 ● Identify the beneficial and harmful effects of the sun's heat and light on living things. ● Explain how the sun affects living things.		Describe the effects of the sun. S4ES-IVi-11 ● Practice safety precautions to avoid the negative effects of too much exposure to sunlight.
II. CONTENT	Lesson 68: The Role of the Sun in the Water Cycle		Lesson 69: Effects of Sun's Heat and Light		Lesson 70: Practice Safeyt Precautions on the Effects of the Sun
III. LEARNING RESOURCES					
A. References					
1. Teacher's Guide pages	348 - 351		352 - 357		358 - 360
2. Learner's Materials pages	306 - 310		311 - 315		316 - 318
3. Textbook pages					
4. Additional Materials from Learning Resource (LR) portal					
B. Other Learning Resources / materials	*Improvised alcohol lamp, sardine can, improvised tripod,aluminum foil*	*diagram of the water cycle, marker, manila paper*	pictures of plants and animals and human activities during sunny days, manila paper, marker	picture of a boy with a burnt skin, potted plants with withered leaves, pictures of dead animals, picture of depicting drought, manila paper, marker	activity cards, manila paper, marker, pictures of pupils wearing umbrella, sunglasses, cap
IV. PROCEDURES					

	A. Reviewing previous lesson or presenting the new lesson	Review about the previous lesson.How are shadows formed?	Review about the processes involved in the water cycle.	Review the pupils on the previous lessons learned. Ask: What is the main source of heat and light? Is the heat of the sun beneficial or harmful to living things? In what way?	Review the beneficial of living things from the heat and light of the sun.	Review harmful effects of the sun on living things.
	B. Establishing a purpose for the lesson	Ask : *What happened to the water when exposed under the sun? *What caused it to become warmer? *How about wet shirt? What caused it to dry? * Where do you think the water will go? Let's find out.	Present the illustration of the water cycle. Tell that the activity is similar to the processes involved in the water cycle	Tell the class that they will learn about the benefits that we can get from the sun and its harmful effects .	Tell the class, you went to the beach and did not apply sunblock lotion on your skin, what will happen to your skin?	Present the pictures of pupils wearing umbrella, sunglasses, and cap. Ask the pupils the reason why they wear these things.
	C. Presenting examples / instances of the new lesson	Give safety precautions before performing the activity on heatng substance: Perform LM- Lesson 68 Activity 1: "What Are the Processes ? "	Perform LM- Lesson 68 Activity 2: "What's My Role? "	Perform LM- Lesson 69 Activity 1: "How Beneficial is thw Sun's Heat and Light ? "	Perform LM- Lesson 69 Activity 2: "How Harmful is the Sun's Heat and Light on Living Things ? "	Perform LM- Lesson 70 Activity 1: "Am I Protected ? "
	D. Discussing new concepts and practicing new skills #1	Presentation of the group's output. Answer the guide questions.	Group Presentations Answer the guide question.	Reporting of their findings and answer the guide questions.	Reporting of their findings and answer the guide questions.	Presentation of the group's output. Answer the guide questions
	E. Discussing new concepts and practicing new skills #2	Discuss the role of the sun in the water cycle.	Discuss again the water cycle and the role of the sun the processes involved.	Discuss further about the lessons. Give more situations where sun's heat is needed by plants, animals and humans.	Elaboration on the lesson. What are the harmful effects of the heat of the sun on living things?	Discuss the lesson: Give the background information.
	F. Developing Mastery (Leads to Formative Assessment)	Describe the role of the sun in the water cycle. What are the processes involved in the water cycle?	What are the processes involved in the water cycle? What is the role of the sun in the water cycle?	In what way is the sun's heat and light beneficiall to living things?	What are the harmful effects of sun's heat on animals? on plants? on humans?	What are rhe safety precautions that we should practice to protect ourselves from the sun's excessive heat and light ?dark

			What would likely to happen if one of the processes in the water cycle will not occur? Have the pupils illustrate the water cycle and label the process involved. Draw arrows to show the cycle of water.			
	G. Finding practical application of concepts and skills in daily living		What should we do in order to sustain the availability of water?	It is a sunny day , what activities you and your family can do?	Mang Pablo had 3 working carabaos in his farm. In what way can he protects his animals from the intense heat of the sun? Too much exposure to sunlight can harm you. If you are chosen to join the National Jamborrete to be held in a beach, what preparations will you do?	Why do some people wear dark sunglasses on hot sunny days?
	H. Making generalizations and abstractions about the lesson	Describe the role of the sun in the water cycle. What are the processes involved in the water cycle?	What is the role of the sun in the water cycle? What are the processes involve in the water cycle?	What are the benefits of plants, animals, and humans from the heat and light of the sun?	What are the harmful effects of sun's heat and light to animals, plants and human?	What are the safety precautions to avoid the negative effects of too much exposure to sunlight.
	I. Evaluating learning	Pupils' activity may serve as assessment.	Answer the following questions briefly on your science notebook. 1. In your own words, define water cycle. 2. 2. What are the processes involve in the water cycle? 3. What is the role of the sun in the water cycle? 4. In a paragraph form, explain the water cycle.	Pupils' activity may serve as assessment.	A. Answer the ff. 1. In what way is the sun beneficial to: a. Animals b. Plants c. Humans Choose the letter of the correct answer. See TG p.356 - 357	Put a check mark (/) opposite the statement if it is a GOOD practice and cross (x) if it is NOT A GOOD practice. 1.Playing under the sun at noon time. 2. Wearing a wide-brimmed hat on sunny days. See Tg p. 360
	J. Additional activities for application or remediation		Make a Diorama of the water cycle using recyclable or indigenous materials.	Research on other harmful effects of the sun on living things.		
	V. REMARKS					
	VI. REFLECTION					
	A. No. of learners who earned 80% on this formative assessment					
	B. No. of learners who require additional activities for remediation					

	C. Did the remedial lessons work? No. of learners who have caught up the lesson					
	D. No. of learners who continue to require remediation					
	relateE.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?					

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