

 <b>GRADES 1 to 12</b> <b>DAILY LESSON LOG</b>	<b>School:</b>	<b>DepEdClub.com</b>	<b>Grade Level:</b>	<b>IV</b>
	<b>Teacher:</b>	<b>File created by Sir BIENVINIDO C. CRUZ JR</b>	<b>Learning Area:</b>	<b>SCIENCE</b>
	<b>Teaching Dates and Time:</b>	<b>APRIL 17 - 21, 2023 (WEEK 10)</b>	<b>Quarter:</b>	<b>3<sup>RD</sup> QUARTER</b>

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I . O B J E C T I V E S	a. Investigate the characteristics of sound. b. Infer that sound could be reflected in a form of echo. C. Caring for the living things like bats.	a. Investigate the characteristics of sound. b. Describe through various activities that sound has could be reflected back in the form of echo. C. Caring for the living things like whales.	a. Investigate the characteristics of sound. b. Infer that sound could be reflected in a form of echo. C. Being obedient in following instructions.	a. Describe ways to protect oneself from exposure to excessive/intense light, heat and sound. b. Describe through various activitis how one can be able to protect himself with from to much exposure to light, heat and sound. C. Cooperation in performing group activity.	a. Describe ways to protect oneself from exposure to excessive/intense light, heat and sound. b. Describe through various activitis how one can be able to protect himself with from to much exposure to light, heat and sound. C. Cooperation in performing group activity.
	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.	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 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.	The learners demonstrate conceptual understanding of properties/characteristics of light, heat and sound.

	<p>The learners should be able to investigate properties and characteristics of light and sound. S4FE-IIIh-5</p>	<p>The learners should be able investigate properties and characteristics of light and sound. S4FE-IIIh-5</p>	<p>The learners should be able investigate properties and characteristics of light and sound. S4FE-IIIh-5</p>	<p>The learners should be able to describe ways to protect onself from exposure to excessive light, heat and sound. S4FE-IIIi-j-6</p>	<p>The learners should be able to describe ways to protect onself from exposure to excessive light, heat and sound. S4FE-IIIi-j-6</p>

I I C O N T E N T	Light, Heat and Sound Lesson 55: Investigating the Characteristics of Sounds (Day 3)	Light, Heat and Sound Lesson 55: Investigating the Characteristics of Sounds (Day 4)	Light, Heat and Sound Lesson 55: Investigating the Characteristics of Sounds (Day 5)	Light, Heat and Sound Lesson 56: Ways To protect Oneself from Intense Light, Heat and Sound (Day 1)	Light, Heat and Sound Lesson 56: Ways To protect Oneself from Intense Light, Heat and Sound (Day 2)
I I I L E A R N I N G R E S O U R C					

E S					
1 · T e a c h e r , s G u i d e p a g e s	273-274	274-275	275-277	277--281	277-281
2 · L e a r n e r , s M a t	229-231	232-233		234-235	236

e r i a l s P a g e s					
3 · T e x t b o o k p a g e s					
4 · A d d i t i o n a l M a t e r i a l s f					

r o m L e a r n i n g R e s o u r c e ( L R ) P o r t a l					
B . O t h e r L e a r n i n g R e s o					

u r c e s					
I V · P R O C E D U R E S					
A.	<div>Do daily routines Let them recall important concepts learned</div>	<div>Do daily routines Let them recall important concepts learned</div>	<div>Do daily routines Let them recall important concepts learned</div>	<div>Review p about investigating the revious discussion characteristics of sound.</div>	<div>Do daily routines. Recall of important concepts learned from previous activity.</div>

B.	<p>Today we are going to continue our discussion about characteristics of</p>	<p>Today we are going to continue our discussion about characteristics of</p>	<p>Today we are going to continue our discussion about characteristics of</p>	<p>Today we are going to discuss ways to protect oneself from intense light, heat and sound.</p>	<p>Today we are going to continue our discussion about how to protect oneself from intense light, heat and sound.</p>



C	Engagement see TG p. 273-274 Exploration	Engagement see TG p. 274 Exploration	Engagement see TG p. 275 Exploration	Engagement see TG p. 278 Exploration	Showing pictures that can be used at the beach. ask some questions about the picture. Exploration Original File Submitted and Formatted by DepEd Club Member - visit <a href="http://depedclub.com">depedclub.com</a> for more
D	see TG p. 274 Activity 1	see TG p. 274 Activity 1	1see TG p. 276-277	see TG p. 279 Activity 1/Task 1 see LM p. 234-235	see TG p. 279 Activity 2/Task 2 p. 236

<div><div>. D i s c u s s i n g n e w c o n c e p t s a n d p r a c t i c i n g n e w s k i l l s # 1</div></div>	229-231	see LM p. 232			
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E				Group presentation	Group presentation
	Group presentation	Group reporting	1. Give the following additional information  situation by filling out the information needed.		

F				Explanation/Discussion	Explanation/Discussion
	Explanation/Discussion see TG p. 274	Explanation see TG p. 275 see LM p. 232	Why you see bats swooping over a pond at dusk? Why are they doing this?		

G · D e v e l o p i n g m a s t e r y	How will you take care of the all living things?	How will you take care of the all living things?		Did you cooperate with your group mates?	
			Did you follow the instructios carefully?		Did you cooperate with your group mates?

H

see LM p. 231

see LM p.233

Why it is important that we must protect ourselves from to much heat and light from the sun?

What does the activity tells us?

I	<p>Complete the paragraph. 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 _____.</p>	<p>Complete the paragraph. The study of _____ is very _____ in _____. It uses echolocation called _____ to locate the other ships and the _____ floor</p>	<p>The group performance can be given a rating</p>	<p>List down atleast three important things to protect our eyes in sun light.</p>	

J . E v a l u a t i n g L e a r n i n g			Draw a poster showing concern for bats or other animals. Write an explanation		The group performance can be given a rating. Suggested scoring Rubric. see TG p. 279
	V.REMARKS				
	VI.REFLECTION				
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
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



Did the remedial lessons work? No. of learners who have caught up with the lesson	<input type="checkbox"/> Yes <input type="checkbox"/> No ___ of Learners who caught up the lesson	<input type="checkbox"/> Yes <input type="checkbox"/> No ___ of Learners who caught up the lesson	<input type="checkbox"/> Yes <input type="checkbox"/> No ___ of Learners who caught up the lesson	<input type="checkbox"/> Yes <input type="checkbox"/> No ___ of Learners who caught up the lesson	<input type="checkbox"/> Yes <input type="checkbox"/> No ___ of Learners who caught up the lesson
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
Which of my teaching strategies worked well? Why did these work?	<i>Strategies used that work well:</i> <input type="checkbox"/> Group collaboration <input type="checkbox"/> Games <input type="checkbox"/> Power Point Presentation <input type="checkbox"/> Answering preliminary activities/exercises <input type="checkbox"/> Discussion <input type="checkbox"/> Case Method <input type="checkbox"/> Think-Pair-Share (TPS) <input type="checkbox"/> Rereading of Paragraphs/ Poems/Stories <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Role Playing/Drama <input type="checkbox"/> Discovery Method <input type="checkbox"/> Lecture Method <i>Why?</i> <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's Cooperation in doing their tasks	<i>Strategies used that work well:</i> <input type="checkbox"/> Group collaboration <input type="checkbox"/> Games <input type="checkbox"/> Power Point Presentation <input type="checkbox"/> Answering preliminary activities/exercises <input type="checkbox"/> Discussion <input type="checkbox"/> Case Method <input type="checkbox"/> Think-Pair-Share (TPS) <input type="checkbox"/> Rereading of Paragraphs/ Poems/Stories <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Role Playing/Drama <input type="checkbox"/> Discovery Method <input type="checkbox"/> Lecture Method <i>Why?</i> <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's Cooperation in doing their tasks	<i>Strategies used that work well:</i> <input type="checkbox"/> Group collaboration <input type="checkbox"/> Games <input type="checkbox"/> Power Point Presentation <input type="checkbox"/> Answering preliminary activities/exercises <input type="checkbox"/> Discussion <input type="checkbox"/> Case Method <input type="checkbox"/> Think-Pair-Share (TPS) <input type="checkbox"/> Rereading of Paragraphs/ Poems/Stories <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Role Playing/Drama <input type="checkbox"/> Discovery Method <input type="checkbox"/> Lecture Method <i>Why?</i> <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's Cooperation in doing their tasks	<i>Strategies used that work well:</i> <input type="checkbox"/> Group collaboration <input type="checkbox"/> Games <input type="checkbox"/> Power Point Presentation <input type="checkbox"/> Answering preliminary activities/exercises <input type="checkbox"/> Discussion <input type="checkbox"/> Case Method <input type="checkbox"/> Think-Pair-Share (TPS) <input type="checkbox"/> Rereading of Paragraphs/ Poems/Stories <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Role Playing/Drama <input type="checkbox"/> Discovery Method <input type="checkbox"/> Lecture Method <i>Why?</i> <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's Cooperation in doing their tasks	<i>Strategies used that work well:</i> <input type="checkbox"/> Group collaboration <input type="checkbox"/> Games <input type="checkbox"/> Power Point Presentation <input type="checkbox"/> Answering preliminary activities/exercises <input type="checkbox"/> Discussion <input type="checkbox"/> Case Method <input type="checkbox"/> Think-Pair-Share (TPS) <input type="checkbox"/> Rereading of Paragraphs/ Poems/Stories <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Role Playing/Drama <input type="checkbox"/> Discovery Method <input type="checkbox"/> Lecture Method <i>Why?</i> <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's Cooperation in doing their tasks
What difficulties did I encounter which my principal or supervisor can help me solve?	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works <input type="checkbox"/> Reading Readiness <input type="checkbox"/> Lack of Interest of pupils	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works <input type="checkbox"/> Reading Readiness <input type="checkbox"/> Lack of Interest of pupils	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works <input type="checkbox"/> Reading Readiness <input type="checkbox"/> Lack of Interest of pupils	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works <input type="checkbox"/> Reading Readiness <input type="checkbox"/> Lack of Interest of pupils	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works <input type="checkbox"/> Reading Readiness <input type="checkbox"/> Lack of Interest of pupils
What innovation or localized materials did I use/discover which I wish to share with other teachers?	<i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making use big books from views of the locality	<i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making use big books from views of the locality	<i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making use big books from views of the locality	<i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making use big books from views of the locality	<i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making use big books from views of the locality

	<div><div>___ Recycling of plastics to be used as Instructional Materials</div><div>___ local poetical composition</div><div>___ Fashcards</div><div>___ Pictures</div></div>	<div><div>___ Recycling of plastics to be used as Instructional Materials</div><div>___ local poetical composition</div><div>___ Fashcards</div><div>___ Pictures</div></div>	<div><div>___ Recycling of plastics to be used as Instructional Materials</div><div>___ local poetical composition</div><div>___ Fashcards</div><div>___ Pictures</div></div>	<div><div>___ Recycling of plastics to be used as Instructional Materials</div><div>___ local poetical composition</div><div>___ Fashcards</div><div>___ Pictures</div></div>	<div><div>___ Recycling of plastics to be used as Instructional Materials</div><div>___ local poetical composition</div><div>___ Fashcards</div><div>___ Pictures</div></div>
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