

	Grades 1-12 Daily Lesson Log	School		Grade	Four
		Teacher		Learning Area:	Science
		Week/Teaching Date	Week 6	Quarter:	Third

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
.OBJECTIVES					
A. Content Standards	Demonstrate understanding of how heat and sound travel using various objects.				
B. Performance Standards	Demonstrate conceptual understanding of properties/characteristics of light, heat and sound.				
C. Learning Competencies/ Objectives (Write the LCcode for each)	1. Investigate properties of sounds. S4FE-IIIh-5 2. Infer that sound could be loud and soft. 3. Appreciate the importance of sound in daily activities.	1. Investigate properties of sounds. S4FE-IIIh-5 2. Differentiate music and noise from pleasant sound. 3. Infer the importance of sound in our daily activities.	1. Investigate properties of sounds. S4FE-IIIh-5 2. Describe that the volume of sound decreases as the distance of the observer moves further from the source of sound. 3. Appreciate the wonders of nature through drawing.	1. Investigate properties and characteristics of light. S4FE-IIIh-5 2. Explain when does sound becomes noise. 3. Realize that sound plays a vital role in our daily lives.	1. Investigate properties of sound. S4FE-IIIh-5 2. Describe the sound that an object produces. 3. Realize the importance of sound in our daily activities.
II. CONTENT (Subject Matter)	Investigating the Properties of Sound	Investigating the Properties of Sound	Investigating the Properties of Sound	Investigating the Properties of Sound	Investigating the Properties of Sound
III. LEARNING RESOURCES					
A. References					
1. Teacher's Guide pages	pp. 262-269	pp. 262-269	pp. 262-269	pp. 262-269	pp.262-269
0. Learner's Material pages	pp. 216-225	pp. 216-225	pp. 216-225	pp. 216-225	pp.216-225
0. Textbook pages					
0. Additional Materials from Learning Resource LR portal	Multimedia presentation, cd with	Multimedia presentation,	Multimedia presentation,	Multimedia presentation,	Multimedia presentation,

	mellow and rock music, Activity sheet	flashcards, cd copy of a lively music, Activity sheet	flashcards, picture of boy with 3 different situation, Activity sheet	flashcards, Activity sheet	flashcards, Activity sheet
B. Other Learning Resources	LED tv, ppt, speakers,	LED tv, ppt, speakers,	LED tv, ppt, speakers,	LED tv, ppt, speakers,	LED tv, ppt, speakers,
IV. PROCEDURE					
A. Reviewing previous Lesson or presenting new lesson	<p>Energizer</p> <p>Checking of assignment</p> <p>Game: "Reflected or Refracted"</p> <p>Play 2 types of music- one with soft tone preferably a mellow music and one with a very loud tone similar to the ones played in a concert. Maintain the volume as you play each song.</p> <p>Ask: What type of music was played first? Second?</p>	<p>Energizer</p> <p>Checking of assignment</p> <p>Game: "Soft or Loud"</p> <p>Let the pupils close their eyes and instruct them that nobody should talk. Let them listen attentively to their environment.</p> <p>Ask: Were you able to hear sounds? What sound/s did you hear? (Brainstorm on the responses.)</p>	<p>Energizer</p> <p>Checking of assignment</p> <p>Game: "Fact or Bluff"</p> <p>Show to the class a picture of a the following:</p> <p>a. A boy standing on the side of the road while listening to an approaching vehicle.</p> <p>a. A boy standing on a road while the vehicle is at the same point where he stands.</p> <p>a. A boy standing on the road while a vehicle is moving away from him.</p>	<p>Energizer:</p> <p>Checking of assignment</p> <p>Game: Name that Tune"</p> <p>Tell the pupils to talk altogether at the same time, but do not encourage them to shout at each other. Let them do this for at least 1 minute.</p>	<p>Energizer:</p> <p>Checking of assignment</p> <p>Ask: What have you learned from the different activities that we have performed? Write their responses on the board.</p> <p>Present the following table to the class. See TG p.268</p> <p>Ask: This shows the sound comparison produced by different sources. Ask the learners to analyze the situation:</p> <p>You are standing in a waiting shed when suddenly you hear a siren of the fire truck. The sound seems to be fainter at first, but as it approaches you, it becomes louder.</p>

B. Establishing a purpose for the lesson	Ask: Which of the music do you prefer to hear? Why? What is volume?	Ask: Which among the sound you heard are pleasant to the ear? Which are unpleasant? How do you say so?	Ask: What could you infer from the following pictures? What can you say about the sound of an approaching vehicle if you are standing in the place of the boy in the picture? What about the sound of the vehicle when it is already within your place? What can you say about the sound of the vehicle when it is already moving away from you?	Ask: Were you able to understand what your classmates are telling? Ask: Are the sounds produced pleasant to hear? Ask: When does sound become a noise?	Ask: How does this happen?
C. Presenting examples/ instances of the new lesson.	The following activity will answer this question	We will find out whose answers are correct in our succeeding activities.	Today's activities will help us understand how the distance affects the volume of sound.	We will find out whose answers are correct in our succeeding activities.	The following activity will answer this question.
D. Discussing new concepts and practicing new skills.#1	1. Setting of Standards. 2. Group Activities (Differentiated Activities)	1. Setting of Standards. 2. Group Activities (Differentiated Activities)	1. Setting of Standards. 2. Group Activities (Differentiated Activities)	1. Setting of Standards. 2. Group Activities (Differentiated Activities)	1. Setting of Standards. 2. Group Activities (Differentiated Activities)
E. Discussing new concepts and practicing new skills #2.	1. Group Reporting. 2. Comparing the results of activities.	1. Group Reporting. 2. Comparing the results of activities.	1. Group Reporting. 2. Comparing the results of activities.	1. Group Reporting. 2. Comparing the results of activities.	1. Group presentation. 2. Comparing the results of activities.
F. Developing Mastery Lead to Formative Assessment 3)	1.The teacher further explains and discuss the background information through inquiry approach 2. Have the pupils master the concepts.	1.The teacher further explains and discuss the background information through inquiry approach	1.The teacher further explains and discuss the background information through inquiry approach 2. Have the pupils master the concepts.	1.The teacher further explains and discuss the background information through inquiry approach 2. Have the pupils master the concepts.	1.The teacher further explains and discuss the background information through inquiry approach 2. Have the pupils master the concepts.

		2. Have the pupils master the concepts.			
G. Finding practical application of concepts and skills in daily living	<p>Group Activity: "Are Ripples Similar to the Characteristics of Sound" Ask: How do you describe the motion of the ripples formed in water? What do ripples represent? See TG, p264</p>	<p>Answer these: Why are lullabies advisable to use when we want babies to sleep well rather than rock music?</p>	<p>Explain why the sound of the fire truck siren seems fainter at first and becomes louder as it reaches you and then slowly gets fainter as it moves away from you?</p>	<p>Answer these: In your classroom, noise is created because your classmates want to speak all at the same time. As a pupil, how are you going to contribute to the lessening of the often-occurring noise?</p>	<p>Answer these: The fire truck passes by and as it moves away from you, the sound becomes weaker again until you can no longer hear it. Why does it happen?</p>
H. Making Generalizations and Abstraction about the Lesson.	<p>What have you learned? What is the property of sound? What is loudness or volume?</p>	<p>What have you learned? What are the properties of sound?</p>	<p>What have you learned? Why does the volume of sound decrease as the distance of the observer moves further from the source of sound?</p>	<p>What have you learned? When does sound become a noise?</p>	<p>What have you learned? When does an object produce a loud sound? When does an object produce a soft sound?</p>
I. Evaluating Learning	<p>A. 1-4. Write the letter of the correct answer. B. Answer the question briefly.</p>	<p>A. 1-4. Write the letter of the correct answer. B. Answer the question briefly.</p>	<p>Write TRUE if the statement is correct. Write FALSE if the statement is wrong.</p>	<p>A. 1-4. Write the letter of the correct answer. B. Answer the question briefly.</p>	<p>Encircle the letter of the correct answer.</p>
J. Additional Activities for Application or Remediation	<p>Cut-out or draw pictures of at least 5 objects each that produce:</p> <p>a. Soft sounds a. Loud sounds</p>	<p>Answer these: Why do fire truck and ambulance sirens create loud sound?</p>	<p>Encircle the letter of your correct answer.</p>	<p>Using the chart below, write the main ideas in the center box. Then add boxes around it and write related vocabulary terms and important details.</p>	<p>Answer these: Some workers in electronics industries handling high power machinery are advised to have earmuffs. Why is this so?</p>

				Causes of Noise	
V. REMARKS					
VI. REFLECTION					
1. No. of learners earned 80% in the evaluation.					
2. No. of learners who required additional activities for remediation who scored below 80%					
3. Did the remedial lesson work? No. of learners who have caught up with the lesson.					
4. No. of learner who continue to require remediation	0	0	0	0	0
5. Which of my teaching strategies worked well? Why did these work?	Games, and differentiated activities	Games, and differentiated activities	Games, and differentiated activities	Games, and differentiated activities	Games, and differentiated activities
6. What difficulties did I encounter which my principal or supervisor can help me solve?	Answering HOTS questions specially for inattentive pupils	Answering HOTS questions specially for inattentive pupils	Answering HOTS questions specially for inattentive pupils	Answering HOTS questions specially for inattentive pupils	Answering HOTS questions specially for inattentive pupils
7. What innovation or localized materials did I used/discover which I wish to share with other teachers?	Using multimedia or audio-visual presentation.	Using multimedia or audio-visual presentation.	Using multimedia or audio-visual presentation.	Using multimedia or audio-visual presentation.	Using multimedia or audio-visual presentation.