GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	IV
	Teacher:		Learning Area:	SCIENCE
	Teaching Dates and Time:	FEBRUARY 27 – MARCH 3, 2023 (WEEK 3)	Quarter:	3rd Quarter

I. Objectives	Monday	Tuesday	Wednesday	Thursday	Friday
A. Content Standards	Demonstrate understanding of force that can be change the shape, size or movement of objects.		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. Identify the magnetic poles. 2. Describe the force exerted by magnets. **S4FE-IIId-e-3** 3. Realize the importance of magnets in our daily lives.	1. Classify objects that attracts and repel to magnet. 2. Describe the force exreted by magnets. **S4FE-IIId-e-3** 3. Realize the importance of magnets in our daily lives.	1. Observe how heat is transferred through solid materials. 2. Describe how heat travel.**S4FE-IIIf-g-4** 3. Show proper discipline in performing activities.	1. Show how heat travels through liquid materials. 2. Describe how heat travel.**S4FE-IIIf-g-4** 3. Show honesty and accuracy in reporting results..	1. Shows that heat travels through air. 2. Describe how heat travel.**S4FE-IIIf-g-4** 3. Show proper discipline in performing activities.
I. CONTENT *(Subject Matter)*	**Force Exerted by Magnets**	**Force Exerted by Magnets**	**How Heat is Transferred through Solid**	**How Heat is Transferred Through Liquid**	**How Heat is Transferred through Air**
I. LEARNING RESOURCES A. References					
1. Teacher's Guide pages	pp. 219-221	pp. 219-221	pp. 233-241	pp. 233-241	pp.233-241
2. Learner's Material pages	pp. 175-177	pp. 175-177	pp. 186-188	pp. 189-190	pp.191-193
3. Textbook pages					
4. Additional Materials from Learning Resource LR portal	Multimedia presentation, 2 pieces of bar magnets, pictures of scientist who contributed a	Multimedia presentation, flashcards, different materials, 2 pieces of bar magnets, Activity sheet	Multimedia presentation, strip of papers, pictures of cooking utensils, Activity sheet	Multimedia presentation, flashcards,realia, Activity sheet	Multimedia presentation, flashcards, picture of a boy standing under the heat of a sun, Activity sheet

	lot on the principles of magnetism, 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,
III. PROCEDURE					
A. Reviewing previous Lesson or presenting new lesson	Energizer Checking of assignment Post the following photos on the board. (Scientist who contributed a lot on the principles of magnetism) Ask some members of the class to arrange the picture in correct order. Prepare a strip of paper with numbers for them to put below the photos.Present the correct sequence of the photos.	Energizer Checking of assignment Game: "Fact or Bluff" Let the pupils bring to class different materials. Ask them to group the materials as to attract or repel.	Energizer Checking of assignment Pinning answers on the wall. Distribute the following strips of paper to the pupils and let them complete the chart. Materials that attracts to magnet | Materials that repel to magnet Ask: Do you help your mother in the kitchen? How?	Energizer Checking of assignment. Recall of concepts learned from the previous activity. Let the pupils feel the air coming inside the room. Ask: Does cool air from the outside enter a window through the lower or upper part? Where do you find the warmer air inside a room, the upper or lower part of the room?	Energizer Checking of assignment Game: "Name Game" How does heat travel by convection? Show a picture of a boy standing under the heat of the sun. Ask: When you stand under the heat of the sun, what would you feel?
B. Establishing a purpose for the lesson	Show a bar magnet. Let the pupils tell something about the magnet. Ask: What do you know about the magnet?	Ask: What do magnets attract?	Show a picture of cooking utensils. Ask: Why do cooking utensils have handles made of wood or plastic? Why are cooking utensils made of metals?	How heat is transferred through liquid and gas?	How does the sun transfer heat to the earth?
C. Presenting examples/ instances of the new lesson.	For you to know more about magnets, let's do the following task.	We will find out whose answers are correct in our succeeding activities.	How heat transferred from one object to another? Let's find out the answer after performing this activity.	Today's activities will help us understand how heat is transferred through liquid and gas.	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 Reporting. 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 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.	1.The teacher further explains and discuss the background information through inquiry approach 2. Have the pupils master the concepts.

G. Finding practical application of concepts and skills in daily living	Are magnets important? Cite situations in our daily lives showing importance of magnets.	Can the force of a magnet pass through water? Why do you say so?	Analyze how heat travels from the glass half-filled with hot water and a metal spoon?	Describe how heat is transferred by convection?	How does heat travel by radiation? What sources of heat by radiation? What is radiation? Give other situations that show how heat travels through radiation?
H. Making Generalizations and Abstraction about the Lesson.	What have you learned? What are the magnetic poles?	What have you learned? What materials are the objects attracted by the magnet made of? Of what materials are the objects not atttracted by the magnet?	What have you learned? How is heat transferred from one object to another? How does heat travel by conduction?	What have you learned? How is heat transferred from one object to another? How does heat travel by convection?	What have you learned? How does heat travel through radiation?
I. Evaluating Learning	Modified TRUE or FALSE. Write TRUE if the statement is correct. If false, identify what makes It incorrect. Write the correct answer.	A.1-4. Choose the letter of the correct answer. B. 5. Answer the question briefly.	A. 1-4. Choose the letter of the correct answer. B. 5. Answer the question briefly.	A. 1-4. Choose the letter of the correct answer. B. 5. Answer the question briefly.	Modified TRUE or FALSE. Write TRUE if the statement is correct. If false, identify what makes It incorrect. Write the correct answer.
J. Additional Activities for Application or Remediation	Research in any science book how compass works. Draw an example of a compass in your notebook.	Cite example how magnets are important in our daily lives.	Write at least 5 situations showing transfer of heat by conduction.	Write a slogan on the Do's and Don'ts in doing physical activities and handling of materials at home.	Get more information how heat travels through radiation.
IV. REMARKS					
V. REFLECTION					
A.No. of learners earned 80%in the evaluation.					
B . No. of learners who required additional activities for remediation who scored below 80%					
C. Did the remedial lesson work? No. of learners who have caught up with the lesson.					
D. No. of learner who continue to require remediation					
E. 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

F. 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
G. 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.