



**GRADES 1 to 12
DAILY LESSON LOG**

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| 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 |
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| A. Content Standards | Demonstrate understanding of force that can change the shape, size or movement of objects. | Demonstrate understanding of how heat and sound travel using various objects. | | | |
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| B. Performance Standards | Demonstrate conceptual understanding of properties/characteristics of light, heat and sound. | | | | |
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| C. Learning Competencies/ Objectives (Write the LCcode for each) | <ol style="list-style-type: none"> Identify the magnetic poles. Describe the force exerted by magnets. S4FE-IIIId-e-3 Realize the importance of magnets in our daily lives. | <ol style="list-style-type: none"> Classify objects that attract and repel to magnet. Describe the force exerted by magnets. S4FE-IIIId-e-3 Realize the importance of magnets in our daily lives. | <ol style="list-style-type: none"> Observe how heat is transferred through solid materials. Describe how heat travel. S4FE-IIIf-g-4 Show proper discipline in performing activities. | <ol style="list-style-type: none"> Show how heat travels through liquid materials. Describe how heat travel. S4FE-IIIf-g-4 Show honesty and accuracy in reporting results.. | <ol style="list-style-type: none"> Shows that heat travels through air. Describe how heat travel. S4FE-IIIf-g-4 Show proper discipline in performing activities. |
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| 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 |
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| I. LEARNING RESOURCES A. References | | | | | |
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| 1. Teacher's Guide pages | pp. 219-221 | pp. 219-221 | pp. 233-241 | pp. 233-241 | pp.233-241 |
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| 2. Learner's Material pages | pp. 175-177 | pp. 175-177 | pp. 186-188 | pp. 189-190 | pp.191-193 |
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| 3. Textbook pages | | | | | |
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| 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 |
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| | 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. <table border="1" data-bbox="1273 451 1542 570"> <tr> <td>Materials that attracts to magnet</td> <td>Materials that repel to magnet</td> </tr> <tr> <td></td> <td></td> </tr> </table> Ask: Do you help your mother in the kitchen? How? | Materials that attracts to magnet | Materials that repel to magnet | | | 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? |
| Materials that attracts to magnet | Materials that repel to magnet | | | | | | | | |
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| 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. | | | | |

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| 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 attracted 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 |

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| <p>F. What difficulties did I encounter which my principal or supervisor can help me solve?</p> | <p>Answering HOTS questions specially for inattentive pupils</p> | <p>Answering HOTS questions specially for inattentive pupils</p> | <p>Answering HOTS questions specially for inattentive pupils</p> | <p>Answering HOTS questions specially for inattentive pupils</p> | <p>Answering HOTS questions specially for inattentive pupils</p> |
| <p>G. What innovation or localized materials did I used/discover which I wish to share with other teachers?</p> | <p>Using multimedia or audio-visual presentation.</p> | <p>Using multimedia or audio-visual presentation.</p> | <p>Using multimedia or audio-visual presentation.</p> | <p>Using multimedia or audio-visual presentation.</p> | <p>Using multimedia or audio-visual presentation.</p> |