

**Grade 4 Term 2, Week 6 LESSON PLAN**

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| Name of Lesson                               | Forces and Movement and Observing, Measuring, and Predicting                                                                                                                                                                                                                                                                                                |                                                                                                           |                                                                                            |                                                                                              |                                                                                                       |
| Learning Area/s                              | Science                                                                                                                                                                                                                                                                                                                                                     |                                                                                                           |                                                                                            |                                                                                              |                                                                                                       |
| Designed by Teacher/s                        | Depedlibre                                                                                                                                                                                                                                                                                                                                                  |                                                                                                           |                                                                                            |                                                                                              |                                                                                                       |
| Designed for which Grade Level and Section   | Grade 4                                                                                                                                                                                                                                                                                                                                                     |                                                                                                           |                                                                                            |                                                                                              |                                                                                                       |
| No. of Sessions                              | Session 1                                                                                                                                                                                                                                                                                                                                                   | Session 2                                                                                                 | Session 3                                                                                  | Session 4                                                                                    | Session 5                                                                                             |
| References (books, websites, toolkits, etc.) | MATATAG Science 4 Curriculum Guide; DepEd Grade 4 Science Learner's Material; Science Beyond Borders 4.                                                                                                                                                                                                                                                     | MATATAG Science 4 Curriculum Guide; Stopwatches/Digital Timers Tutorial; Science Process Skills Handbook. | MATATAG Science 4 Curriculum Guide; "Measuring Motion" Teacher Resource; Physics for Kids. | MATATAG Science 4 Curriculum Guide; Patterns in Motion Worksheet; Data Interpretation Guide. | MATATAG Science 4 Curriculum Guide; Summative Assessment Exemplars; Integrated Science Skills Module. |
| Declaration of AI use                        | Artificial Intelligence (AI) tools were used to assist in the preparation of this lesson plan, particularly in generating ideas, improving clarity of instructions, and organizing learning activities aligned with MATATAG competencies. All AI-assisted outputs were carefully reviewed, validated, and contextualized by the teacher to ensure accuracy, |                                                                                                           |                                                                                            |                                                                                              |                                                                                                       |

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|                      | appropriateness, and alignment with DepEd standards.                                                                                                                                                                                                                                                                                      |                                                                                                   |                                                                                          |                                                                                             |                                                                                                  |
| Intentions.          | Meaningful learning experiences are anchored in how we frame them. Start by deciding what you want learners to master by the end of the lesson - keep it clear and simple. Remember: Understanding your learners' evolving context and designing around it help ensure that your lessons connect with and are relevant to them.           |                                                                                                   |                                                                                          |                                                                                             |                                                                                                  |
| Learning Competency: | Describe the motion of an object by tracing and measuring its change in position (distance) over a period of time. Performance Standard: The learners should be able to demonstrate an understanding of force and motion and apply process skills to observe and measure these changes accurately.                                        |                                                                                                   |                                                                                          |                                                                                             |                                                                                                  |
| Learning Objectives: | Identify when an object is in motion and measure the distance traveled using standard units (cm/m).                                                                                                                                                                                                                                       | Use simple tools (stopwatches/timers) to accurately measure the time taken for an object to move. | Record both distance and time accurately in a data table during a controlled experiment. | Predict the future position or time of a moving object based on observed patterns and data. | Analyze the relationship between distance and time to conclude how fast or slow an object moves. |
| Learner Context:     | Learners are generally active and enjoy hands-on activities involving physical movement. They have a basic understanding of "push and pull" from previous grades. Some learners may struggle with precise measurement using rulers or reading digital timers, requiring scaffolded instruction. Most learners are visual and kinesthetic. |                                                                                                   |                                                                                          |                                                                                             |                                                                                                  |
| Learning Experience. | A learning experience is like a thoughtfully designed journey. Each activity and interaction builds towards meaningful understanding and growth. Identify activities and interactions to help learners gain knowledge, skills, or understanding in a purposeful way.                                                                      |                                                                                                   |                                                                                          |                                                                                             |                                                                                                  |

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| Pre-Lesson: | Recall "Push and Pull" concepts from Grade 3. Show a toy car moving.                                                                                                                                                                                                                                                                                                           | Show different types of clocks and timers. Practice "Start/Stop" on a timer.                                                                                                                                                                                                                                                                                           | Prepare a flat surface and masking tape markers on the floor at 1-meter intervals.                                                                                                                                                                                                                                                                         | Show a video of a ticking pendulum or a rolling ball and ask, "Where will it be next?"                                                                                                                                                                                                                                                                           | Review the data gathered from the previous days. Prepare the "Final Race" track.                                                                                                                                                                                                                                                                            |
| Flow:       | <p><b>Session 1</b></p> <p>Introduction:<br/>Present a ball. Move it from point A to B. Ask: "How do we know it moved?" Define motion as a change in position.</p> <p>Instructional Procedure:<br/>Demonstrate the use of a meter stick. Explain starting from "0" and reading the correct unit (cm/m).</p> <p>Activity: "The Big Leap."<br/>Students jump from a starting</p> | <p><b>Session 2</b></p> <p>Introduction:<br/>Ask: "Who can run the fastest to the door?" Ask how we can prove who was fastest (Time).</p> <p>Instructional Procedure:<br/>Explain seconds and minutes. Show how to operate a digital stopwatch or a phone timer.</p> <p>Activity: "The Slow-Mo Walk."<br/>Students walk a set distance as slowly as possible while</p> | <p><b>Session 3</b></p> <p>Introduction:<br/>Review Distance and Time. Introduce the idea that motion involves both.</p> <p>Instructional Procedure:<br/>Show a sample data table. Explain how to record the distance (m) and time (s) for a rolling toy car.</p> <p>Activity: "Ramp Rollers."<br/>Students roll a toy car down a ramp and measure how</p> | <p><b>Session 4</b></p> <p>Introduction:<br/>Present a pattern (e.g., Every 2 seconds, the ball moves 1 meter). Ask: "Where will it be at 6 seconds?"</p> <p>Instructional Procedure:<br/>Define "Prediction." Explain that scientists use previous measurements to guess future results.</p> <p>Activity:<br/>"Predict the Stop." Students roll a ball at a</p> | <p><b>Session 5</b></p> <p>Introduction:<br/>Recap the week's skills: Observing motion, measuring distance, measuring time, and predicting.</p> <p>Instructional Procedure:<br/>Explain how "Speed" is basically how much distance is covered in a certain amount of time.</p> <p>Activity: "The Great Marble Race." Groups compete to see whose marble</p> |

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|                                | <p>line and measure their jump distance in centimeters.</p> <p>Synthesis:<br/>Discuss why we need standard units like meters instead of just "big steps."</p> | <p>partners record the time.</p> <p>Synthesis:<br/>Discuss the importance of being quick and accurate when clicking "Stop."</p> | <p>far it goes and how long it takes to stop.</p> <p>Synthesis:<br/>Share the data tables and check for correct unit labels.</p> | <p>steady speed. They measure 1m and 2m times, then predict the time for 3m.</p> <p>Synthesis:<br/>Compare the predicted time vs. the actual measured time.</p> | <p>travels 2 meters the fastest, recording all data.</p> <p>Synthesis:<br/>Summarize that accurate measurement is the key to understanding how things move.</p> |
| Learning Resources:            | Toy cars, meter sticks, masking tape, rulers.                                                                                                                 | Stopwatches or digital watches, whistles, chalkboard/whiteboard.                                                                | Ramps (boards/books), toy cars, data sheets, pencils.                                                                            | Balls, long measuring tapes, prediction worksheets.                                                                                                             | Marbles, grooved tracks or rulers, timers, summary charts.                                                                                                      |
| Opportunities for integration: | Math (Measurement of length); PE (Physical movement).                                                                                                         | Math (Time measurement and subtraction).                                                                                        | Math (Data Tables and Graphing).                                                                                                 | Math (Patterns and Algebra); English (Predicting outcomes).                                                                                                     | Math (Division/Ratio); Values Education (Fair play/Honesty in data).                                                                                            |
| Formative Assessment:          | <p>1. What do we call a change in an object's position?</p> <p>A. Force B. Motion C.</p>                                                                      | <p>1. What is the standard unit for measuring short time intervals?</p> <p>A. Meters B.</p>                                     | <p>1. To record motion, what two things must we measure?</p> <p>A. Weight and</p>                                                | <p>1. What is a "prediction" in science?</p> <p>A. A wild guess B. An educated guess based on</p>                                                               | <p>1. Which object is moving fastest?</p> <p>A. 5m in 10s B. 5m in 5s C. 5m in 2s D. 5m in</p>                                                                  |

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|  | <p>Gravity D.<br/>Speed<br/>2. Which tool is best for measuring the length of a classroom?<br/>A. Ruler B. Meter stick C. Thermometer D. Clock<br/>3. When measuring distance, where should you start on the ruler?<br/>A. 1 B. 10 C. 0 D. At the very edge<br/>4. If a ball moves from 10cm to 50cm, how far did it move?<br/>A. 10cm B. 50cm C. 40cm D. 60cm<br/>5. Which unit is used for long distances?<br/>A. Milliliters B. Grams C. Meters D. Seconds</p> | <p>Seconds C.<br/>Liters D.<br/>Kilograms<br/>2. Which tool is used to measure time accurately in a race?<br/>A. Scale B. Compass C. Stopwatch D. Protractor<br/>3. If a student starts a timer at 0 and stops at 15, how many seconds passed?<br/>A. 5 B. 10 C. 15 D. 0<br/>4. Why is a stopwatch better than a wall clock for a short race?<br/>A. It is bigger B. It shows seconds more clearly C. It is colorful D. It doesn't need batteries<br/>5. What does 's' stand for in measurement?</p> | <p>Color B.<br/>Distance and Time C. Height and Width D. Sound and Light<br/>2. Where should you write your findings during an experiment?<br/>A. On your hand B. In a data table C. On the wall D. Nowhere<br/>3. If a car travels 2 meters in 4 seconds, what is the distance?<br/>A. 4 seconds B. 2 meters C. 6 meters D. 2 seconds<br/>4. Why do we repeat measurements in an experiment?<br/>A. To waste time B. To make it harder C. To ensure accuracy D. Because the</p> | <p>data C. A fairy tale D. A secret<br/>2. If a car moves 1m every 2 seconds, how far will it move in 4 seconds?<br/>A. 1m B. 2m C. 3m D. 4m<br/>3. Observing a pattern helps a scientist to...<br/>A. Predict B. Sleep C. Draw D. Eat<br/>4. If a ball slows down, what happens to the time it takes to cover 1 meter?<br/>A. Increases B. Decreases C. Stays the same D. Disappears<br/>5. Which of these is a prediction?<br/>A. The ball moved 2m. B. The ball is red. C. I think the ball will stop at 5m. D. The</p> | <p>20s<br/>2. Accuracy in measurement is important because...<br/>A. It makes the report pretty B. It gives correct information C. It uses more ink D. It is a rule<br/>3. If an object doesn't change its position, it is...<br/>A. Moving B. At rest C. Fast D. Accelerating<br/>4. What happens to the time if you run instead of walk the same distance?<br/>A. Time increases B. Time decreases C. Time stays the same D. Time stops<br/>5. What is the main goal of observing and measuring motion?</p> |
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|                                  |                                                                                                                | A. Speed B. Small C. Seconds D. Space                                                                                          | teacher said so<br>5. What is the distance if a car moves from the 2m mark to the 5m mark?<br><br>A. 2m B. 5m C. 7m D. 3m    | timer says 3s.                                                                                                                                  | A. To win a prize B. To understand how things move C. To use a ruler D. To play with cars                                           |
| Extended learning opportunities: | Find 3 moving objects at home and estimate the distance they move in 5 seconds.                                | Time how long it takes to brush your teeth using a watch.                                                                      | Record the time it takes for a family member to walk from the kitchen to the door.                                           | Observe a ceiling fan. Predict how long it takes to stop after being turned off.                                                                | Create a paper plane and measure its flight distance and time with a sibling.                                                       |
| Reflections:                     | (To be filled out after the lesson)<br><br>Reflection Prompt: Did the learners use the meter sticks correctly? | (To be filled out after the lesson)<br><br>Reflection Prompt: Were the learners able to operate the stopwatches independently? | (To be filled out after the lesson)<br><br>Reflection Prompt: Did the learners understand how to organize data in the table? | (To be filled out after the lesson)<br><br>Reflection Prompt: Could the learners identify the patterns in the data to make logical predictions? | (To be filled out after the lesson)<br><br>Reflection Prompt: Which part of the 5-day lesson was most challenging for the learners? |
| Prepared by: Depedlibre, Teacher | Checked by: Juan Dela Cruz, Principal / Head                                                                   |                                                                                                                                |                                                                                                                              |                                                                                                                                                 |                                                                                                                                     |