



**GRADES 1 to 12
DAILY LESSON LOG**

School:	DepEdClub.com	Grade Level:	IV
Teacher:	File Created by Sir BIENVINIDO C. CRUZ JR	Learning Area:	SCIENCE
Teaching Dates and Time:	DECEMBER 4 - 8, 2023 (WEEK 5)	Quarter:	2ND QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I.OBJECTIVES					
A.Content Standards	Animals have body parts that make them adapt to land or water				
B.Performance Standards	Construct a prototype model of organism that has body parts which can survive in a given environment				
C.Learning Competencies/Objectives Write the LC for each	Infer that body structures help animals adapt and survive in their particular habitat. S4LT- IIC-d-5				
II.CONTENT	Lesson 20: Body Parts of Animals that Live in Water - Infer that animals have different body structures that make them adapt to water.	Lesson 21: Body parts of Animals that Live on Land - Infer that animals have different body structures that make them adapt to land	Lesson 22: Body Parts of Animals for Food Getting/ Eating - Infer animals have different body structures in getting or eating their food.	Lesson 23: Body Parts of Animals for Protection - Infer animals have body structures to protect themselves from their enemies.	Lesson 23: Body Parts of Animals for Protection - Infer animals have body structures to protect themselves from their enemies.
III. LEARNING RESOURCES					
A.References					
1.Teacher's Guide pages	100 - 103	103 - 105	105- 108	108 - 111	
2.Learner's Materials Pages		101-102	103- 105	105-106	
3.Textbook pages					
4.Additional Materials from Learning Resource (LR) Portal					
B.Other Learning Resources	LM, Power point Presentation	Video Presentation	LM, Power Point Presentation, Video	LM, Powerpoint Presentation	
IV. PROCEDURES					
A.Reviewing previous lesson or presenting the new lesson	Reviewing Chapter Test through Drill	Give the body parts of animals that live in water	Show the pictures of different animals then describe each.	Show different body parts of animals that used for getting/ eating their food.	
B.Establishing a purpose for the lesson	Recall what the pupils have learned about animals in the previous grade by doing the activity below. Using the Venn Diagram.	Game: Minute to Win it Give the group one minute to arrange the jumbled parts to form the animal.The group who can perform the animal in one	Divide the class into groups. - From the different pictures of animals, instruct the pupils to make their own safari. Ask the pupils to group the pictures	Game: Hide and SEek "It will be the prey and Seeker will be the prdator. - as the teacher says "Go" the pupils will seek for the creature	

		minute will be declared as the winner.	they've brought according to body coverings.	that the teacher hid before the start of the class - The fastest pupils who will find the creature will be declared the winner.	
C. Presenting examples/instances of the new lesson	Where do animals live? - What are the different habitats of animals? - What are the different animals that live in each habitat? - Why do you think animals live on the different habitats?	What are these animals? - Why can they live in water? - To which animals do you think these parts belong? - How do you think these animals survive on land?	- How did you group the animals? - How do you think these animals get or eat their food? Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	How did you find the activity ? Why? -How do you think animals protect themselves from their enemies?	
E.Discussing new concepts and practicing new skills #1	Divide the class into groups. -Recall the standards in doing the activities - Allow the pupils to discuss their collected data within the groups Refer TG Exploration p. 101	Divide Class into groups. - Recall the standards in doing the activities. -Let the pupils do the Lesson 21: LM Activity : How do animals survive on land? Refer LM p. 101- 102	Recall the standards of doing this activity. - Let the pupils do Lesson 22: LM Activity 1 Refer TG. Pp. 103- 104	Pupils will do Lesson 23 Lm Activity 1 in five minutes - Group Activity : The group will do Activity 2 and Activity 3 - Give them 15 minutes to do Activity 2 and 3	
F.Discussing new concepts and practicing new skills #2	Group report.	Group Report based from their observations / collected data in class.	Group Report and their output	Group report	Group report
G..Developing mastery (Leads to formative assessment)	What animals did you observe in the activities? - Describe their body coverings - What other parts do these animals have? What are their uses?Are these parts important? - What have you learned?	What animals did you observe in the activities? - Describe their body coverings - What other parts do these animals have? What are their uses?Are these parts important? - What have you learned?	- what are the different body structures of animals for getting/ eating food? - Why do animals have different body parts for getting / eating food ? - Sum up the lesson by completing the sentence below: Animals have_____ for getting / eating their food.	- How do Animals protect themselves by adaptation?	- How do Animals protect themselves by adaptation?
H.Finding practical/applications of concepts and skills in daily living	Game: Divide the class into groups. Tell the pupils to list down as many as aquatic animals as they can in one minute. The group with the most number of animals listed will be declared the winner.	Pupils will do a research on the following questions; - Why do polar bears have thick fur? Why do camels survive in desert? - Why do some insects have antennae?	Using the video , pupils will observe what animals eat and they will record their observation in their notebook Refere TG p. 107	Fill in the dialogue balloon with the way the animal protect itself.	Fill in the dialogue balloon with the way the animal protect itself.

I. Making generalizations and abstractions about the lesson	What is the importance of letting them live in their natural habitat ?	What body structures do the animals live on land and in water?	How does the body structures important to animals?	Elaborate Remember these to emphasize the main topic .	Elaborate Remember these to emphasize the main topic .
J..Evaluating Learning	Performance Assessment: animal Plan/ Constructing Model Refer T. p. 102	Draw animals which is adapted to land.	Refer TG . p 106	Product assessment based from their group output using rubric Refer TG p. 111	Product assessment based from their group output using rubric Refer TG p. 111
K..Additional activities for application or remediation	Make a journal of what you have learned. You may begin with the statement: Now I know that	Bring pictures of different animals	Write a short paragraph about their pets.	Research on how animals escape from extreme weather. Then Give examples of these animals	Research on how animals escape from extreme weather. Then Give examples of these animals
V.REMARKS					
VI.REFLECTION					
A..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
B..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
C...Did the remedial lessons work? No. of learners who have caught up with the lesson	___Yes ___No ___ of Learners who caught up the lesson	___Yes ___No ___ of Learners who caught up the lesson	___Yes ___No ___ of Learners who caught up the lesson	___Yes ___No ___ of Learners who caught up the lesson	___Yes ___No ___ of Learners who caught up the lesson
D..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
E..Which of my teaching strategies worked well? Why did these work?	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Power Point Presentation ___ Answering preliminary activities/exercises ___ Discussion ___ Case Method ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/ Poems/Stories	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Power Point Presentation ___ Answering preliminary activities/exercises ___ Discussion ___ Case Method ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/ Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Power Point Presentation ___ Answering preliminary activities/exercises ___ Discussion ___ Case Method ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/ Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Power Point Presentation ___ Answering preliminary activities/exercises ___ Discussion ___ Case Method ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/ Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Power Point Presentation ___ Answering preliminary activities/exercises ___ Discussion ___ Case Method ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/ Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method

	<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	<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	<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	<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	<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
F..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
G..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 <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition <input type="checkbox"/> Fashcards <input type="checkbox"/> Pictures	<i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making use big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition <input type="checkbox"/> Fashcards <input type="checkbox"/> Pictures	<i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making use big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition <input type="checkbox"/> Fashcards <input type="checkbox"/> Pictures	<i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making use big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition <input type="checkbox"/> Fashcards <input type="checkbox"/> Pictures	<i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making use big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition <input type="checkbox"/> Fashcards <input type="checkbox"/> Pictures