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| Description: DEPED-NEW_e78wysqt  **GRADES 1 to 12**  **DAILY LESSON LOG** | **School:** |  | **Grade Level:** | **IV** |
| **Teacher:** | **File created by Sir BIENVINIDO C. CRUZ JR** | **Learning Area:** | **SCIENCE** |
| **Teaching Dates and Time:** | **MARCH 9 – 13, 2020 (WEEK 8)** | **Quarter:** | **4th QUARTER** |

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|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |

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| **A .Content Standards** | The sun as the main source of heat and light on earth. | | | | |
| **B .Performance Standards** |  | | | | |
| **C. Learning Competencies/**  **Objectives**  Write the LC code for each | Describes the role of the sun in the water cycle  S4ES-IVi-10   * State that the sun is the main source of heat and light. * Explain the importance of the sun to living things. | | Describes the role of the sun in the water cycle  S4ES-IVi-10   * Describe how shadows are formed. * Describe how shadows change in position and length at different times of the day.   Explain the changes in position and length of shadows in relation to the position of the sun. | | |
| **II. CONTENT** | Lesson 66: The Importance of the Sun’s Heat and Light | | Lesson 67: Light and Shadow | | |
| **III. LEARNING RESOURCES** |  |  |  |  | |
| A. References |  |  |  |  | |
| 1. Teacher’s Guide pages | 339 - 342 | | 343 - 347 | | |
| 2. Learner’s Materials pages | 297 - 300 | | 301 - 305 | | |
| 3. Textbook pages |  |  |  |  | |
| 4. Additional Materials from Learning Resource (LR) portal |  |  |  |  | |
| B. Other Learning Resources / materials | 2 small ice cream cups, shirt, water, cloth hanger, thermometer, manila paper, marker, scotch tape, mongo seedlings (placed under sunlight for 5 days ), mongo seedlings ( placed inside the cabinet for 5 days ) | shoe box, colored paper, stone, comb, pencil, marble | dark room, flashlight with new batteries, a piece with card board( 8cm x 10 cm ), a piece thin clear plastic sheet ( 8cm x 10 cm ) | one meter bamboo pole  meter stick  4 pieces 1ft bamboo pegs  manila paper  marker, wrist watch, compass, hammer | |
| **IV. PROCEDURES** |  |  |  |  | |
| A. Reviewing previous lesson or presenting the new lesson | Review about the previous lesson. | Review why the sun’s heat and light important to living things. | Review the pupils on the previous lessons learned.  Ask: Why is the sun’s light important? How does light travel? | Review: How shadows are formed? | |
| B. Establishing a purpose for the lesson | Introduce the song entitled  “ You are My Sunshine “ to the pupils.  Ask: What is the song about?  Why? | Let them sing the song again. | Post these questions:   1. How shadows are formed? 2. How can we measure the length of our shadows? 3. Do shadows change the position and length? | Check the materials brought by the group. | |
| C. Presenting examples / instances of the new lesson | Perform LM- Lesson 66 Activity 1: “What is the Importance of Sun’s Heat and Light to Living Things ? “ | Perform LM- Lesson 66 Activity 2: “What helps Us See? “ | Perform LM- Lesson 67 Activity 1: “How Are Shadows Formed? “ | Perform LM- Lesson 67 Activity 2: “Why Do Shadows Change in Positionand length ? “ | |
| D. Discussing new concepts and practicing new skills #1 | Presentation of the group’s output.  Answer the guide questions. | Group Presentations | Reporting of their findings and answer the guide questions. | Reporting of their findings and answer the guide questions. | |
| E. Discussing new concepts and practicing new skills #2 | Discuss why is sun important to living things.  Give more situations. | Discuss the lesson.  Give additional information about the lesson  TG p.341 | Have the pupils do another activity- see TG p. 346  1.Have them play with the shadow of their finger. | Have the pupils do another activity- see TG p. 346  Instruct them to take turns in tracing and measuring the length of their shadows at 9:00am. 12:00 noon and 3:00pm. | |
| F. Developing Mastery  (Leads to Formative Assessment) | What is the main source of heat and light on earth?  Why is sun important to living things? | What helps us see things on earth?  Why is sun important to living things? | Discuss the lesson: How shadows are formed?  What objects form shadows when light strikes them. | Why do shadows change in position and length in different times of the day? | |
| G. Finding practical application of concepts and skills in daily living | Your mother just finish washing your clothes , what will you do so that the clothes will get dry easily? | Why is there a need to open our doors and windows widely? |  |  | |
| H. Making generalizations and abstractions about the lesson | How can the sun’s heat and light help living things? | What do you think would likely to happen if there would be no sun to give heat and light to the earth? | How do shadows are formed? | How do you relate the length of the shadows with that of the changes in the position of the sun? | |
| I. Evaluating learning | Write some situations where living things use the sun’s heat and light. | Choose the best answer. Write only the LETTER of the correct answer on your paper.   1. What is the main source of heat and light? 2. Bulb 3. Candle 4. Flashlight 5. Sun   See TG p. 342 | Pupils’ activity may serve as assessment.  Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more | Answer the following questions on your activity notebook briefly.   1. How are shadows formed? 2. Why do shadows change in position and length?   See TG p. – 347  Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more | |
| J. Additional activities for application or remediation | Bring the following materials tomorrow.  shoe box, colored paper, stone, comb, pencil, marble |  | Bring the following materials tomorrow.  one meter bamboo pole  meter stick  4 pieces 1ft bamboo pegs  manila paper  marker, wrist watch, compass, hammer | Read and analyze. Find out how can help solve the problem. See TG – p. 347  Bring the following materials tomorrow.  Improvised alcohol lamp, sardine can, improvised tripod aluminum foil | |

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| **V.REMARKS** |  |  |  |  |  |
| **VI.REFLECTION** |  |  |  |  |  |
| 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 |
| 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 |
| 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 |
| 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 |
| Which of my teaching strategies worked well? Why did these work? | *Strategies used that work well:*  \_\_\_ 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  \_\_\_ Lecture Method *Why?*  \_\_\_ Complete IMs  \_\_\_ Availability of Materials  \_\_\_ Pupils’ eagerness to learn  \_\_\_ Group member’s Cooperation in doing their tasks | *Strategies used that work well:*  \_\_\_ 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  \_\_\_ Lecture Method *Why?*  \_\_\_ Complete IMs  \_\_\_ Availability of Materials  \_\_\_ Pupils’ eagerness to learn  \_\_\_ Group member’s  Cooperation in doing their tasks | *Strategies used that work well:*  \_\_\_ 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  \_\_\_ Lecture Method *Why?*  \_\_\_ Complete IMs  \_\_\_ Availability of Materials  \_\_\_ Pupils’ eagerness to learn  \_\_\_ Group member’s  Cooperation in doing their tasks | *Strategies used that work well:*  \_\_\_ 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  \_\_\_ Lecture Method *Why?*  \_\_\_ Complete IMs  \_\_\_ Availability of Materials  \_\_\_ Pupils’ eagerness to learn  \_\_\_ Group member’s  Cooperation in doing their tasks | *Strategies used that work well:*  \_\_\_ 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  \_\_\_ Lecture Method *Why?*  \_\_\_ Complete IMs  \_\_\_ Availability of Materials  \_\_\_ Pupils’ eagerness to learn  \_\_\_ Group member’s  Cooperation in doing their tasks |
| What difficulties did I encounter which my principal or supervisor can help me solve? | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works  \_\_Reading Readiness  \_\_Lack of Interest of pupils | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works  \_\_Reading Readiness  \_\_Lack of Interest of pupils | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works  \_\_Reading Readiness  \_\_Lack of Interest of pupils | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works  \_\_Reading Readiness  \_\_Lack of Interest of pupils | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works  \_\_Reading Readiness  \_\_Lack of Interest of pupils |
| What innovation or localized materials did I use/discover which I wish to share with other teachers? | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making use big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition  \_\_Fashcards  \_\_Pictures | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making use big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition  \_\_Fashcards  \_\_Pictures | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making use big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition  \_\_Fashcards  \_\_Pictures | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making use big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition  \_\_Fashcards  \_\_Pictures | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making use big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition  \_\_Fashcards  \_\_Pictures |