
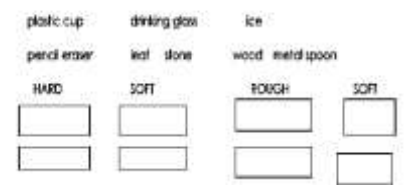


DAY 1	DAY 2	DAY 3	DAY 4	DAY 5												
DATE: _____	DATE: _____	DATE: _____	DATE: _____	DATE: _____												
<b>Objectives:</b> At the end of each lesson, the pupils should be able to: 1. name different objects around us; and 2. classify the objects based on their characteristics.	<b>Objectives:</b> At the end of the lesson, the pupils should be able to describe solids according to their color.	<b>Objectives:</b> At the end of the lesson, the pupils should be able to identify solids based on their shapes.	<b>Objectives:</b> At the end of the lesson, the pupils should be able to : 1. compare solids according to size; 2. classify solids according to size; and 3. use measuring devices in determining the size of solids.	<b>Objectives:</b> The pupils are expected to get 75% mastery level in the weekly tests.												
<b>Subject Matter:</b> Lesson 1 - Characteristics of Solids	<b>Subject Matter:</b> Lesson 2 : Characteristics of Solids according to their color	<b>Subject Matter:</b> Lesson 3: Characteristics of Solids According to Shape	<b>Subject Matter:</b> Lesson 4: Characteristic of Solids According to Size	<b>WEEKLY TEST</b>												
<b>Reference:</b> LM: <u>  </u> S3MT-lab-1 <u>  </u> LG: <u>  </u> CG: <u>  17  </u>	<b>Reference:</b> LM: <u>  </u> S3MT-lab-1 <u>  </u> LG: <u>  </u> CG: <u>  17  </u>	<b>Reference:</b> LM: <u>  </u> S3MT-lab-1 <u>  </u> LG: <u>  </u> CG: <u>  17  </u>	<b>Reference:</b> LM: <u>  </u> S3MT-lab-1 <u>  </u> LG: <u>  </u> CG: <u>  17  </u>	<b>Evaluation:</b>												
<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	<b>SUMMATIVE TEST</b>												
<b>Evaluation:</b> List down 2 objects inside the box below which can be classified according to size, shape, color, texture and weight.	<b>Evaluation:</b> <b>Assessment</b> Look at your own things and tell their color. <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Solids</th> <th style="width: 50%;">Color</th> </tr> </thead> <tbody> <tr> <td>Bag</td> <td></td> </tr> <tr> <td>Ball pen</td> <td></td> </tr> <tr> <td>Shoes</td> <td></td> </tr> <tr> <td>Skirt/Pants</td> <td></td> </tr> <tr> <td>Shirt/Blouse</td> <td></td> </tr> </tbody> </table>	Solids	Color	Bag		Ball pen		Shoes		Skirt/Pants		Shirt/Blouse		<b>Evaluation:</b> Have the class do the following activity. Study the pictures of different objects. Choose the correct shape in the parentheses. 	<b>Evaluation:</b> Name objects found in the room. Tell the size of the objects using a ruler or meter stick. Get the exact measurement of each object.	
Solids	Color															
Bag																
Ball pen																
Shoes																
Skirt/Pants																
Shirt/Blouse																
<b>Assignment:</b> Draw 5 objects with different colors.	<b>Assignment:</b> Look for different objects in your kitchen. Make a chart of these objects and their color. Write them in your notebook	<b>Assignment:</b> Let the pupils collect pictures of different objects and make an album of their shapes.	<b>Assignment:</b> List down objects found at home and in school. Describe their sizes.													
<b>Remarks:</b>	<b>Remarks:</b>	<b>Remarks:</b>	<b>Remarks:</b>	<b>Remarks:</b>												
<b>Mastery Level:</b>	<b>Mastery Level:</b>	<b>Mastery Level:</b>	<b>Mastery Level:</b>	<b>Mastery Level:</b>												

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE: _____	DATE: _____	DATE: _____	DATE: _____	DATE: _____
<b>Objectives:</b> At the end of the lesson the pupils should be able to classify solids according to texture.	<b>Objectives:</b> At the end of the lesson, the pupils should be able to describe different liquids based on their different characteristics.	<b>Objectives:</b> At the end of the lesson, the pupils should be able to describe how liquids flow from one container to another	<b>Objectives:</b> At the end of the lesson, the pupils should be able to describe the liquid according to the shape of the container and the space it occupies.	<b>Objectives:</b> The pupils are expected to get 75% mastery level in the weekly tests.
<b>Subject Matter:</b> Lesson 5 : Characteristics of Solids According to Texture	<b>Subject Matter:</b> Lesson 1: Characteristics of Liquids	<b>Subject Matter:</b> Lesson 2: Characteristics of Liquids according to how they flow	<b>Subject Matter:</b> Lesson 3: Characteristics of Liquids on how they take the shape of the container	<b>WEEKLY TEST</b>
<b>Reference:</b> LM: _____ LG: _____ CG: _____	<b>Reference:</b> LM: _____ LG: _____ CG: _____	<b>Reference:</b> LM: _____ LG: _____ CG: _____	<b>Reference:</b> LM: _____ LG: _____ CG: _____	<b>Evaluation:</b>
<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	<b>SUMMATIVE TEST</b>
<b>Evaluation:</b> Ask the pupils to group the materials according to their texture. Write the name of the solid in the proper box. 	<b>Evaluation:</b> Say: List down two (2) liquids found in different places below. Write your answers in the graphic organizer . Do this on your notebook.	<b>Evaluation:</b> Describe the liquids below on how each one flows when poured from one container to another. Put a check (/) mark in the box if it correctly describes the liquid and (X) mark if not.	<b>Evaluation:</b> Given two liquids in each container. Liquids A and B drawn below. Describe the two liquids according to shape and the space it occupies.	
<b>Assignment:</b> Ask the pupils to bring to class at least ten solids from a place outside their homes. (backyard garden, sidewalk) and identify the solids based on their texture.	<b>Assignment:</b> Have the pupils cut out three (3) pictures of liquids that can be poured from one container to another. Paste them on their notebook.	<b>Assignment:</b> Cut out pictures 3 different liquids from old magazines and describe how they flow.	<b>Assignment:</b> Cut out 3 different liquids from old newspaper which can be identified according to shape.	
<b>Remarks:</b>	<b>Remarks:</b>	<b>Remarks:</b>	<b>Remarks:</b>	<b>Remarks:</b>
<b>Mastery Level:</b>	<b>Mastery Level:</b>	<b>Mastery Level:</b>	<b>Mastery Level:</b>	<b>Mastery Level:</b>

**SUBJECT: SCIENCE**

**WEEK NO. 3**

**GRADING PERIOD: FIRST GRADING**

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE: _____	DATE: _____	DATE: _____	DATE: _____	DATE: _____
<b>Objectives:</b> At the end of the lesson, the pupils should be able to describe the taste and odor or smell of liquids.	<b>Objectives:</b> At the end of the lesson, the pupils should be able to describe the characteristic of gases according to its shape.	<b>Objectives:</b> At the end of the lesson, the pupils should be able to describe the space occupy by the gases.	<b>Objectives:</b> At the end of the lesson, the pupils should be able to: 1. Classify the materials found at home as solids, liquids, and gases ; and 2. describe their uses .	<b>Objectives:</b> The pupils are expected to get 75% mastery level in the weekly tests.
<b>Subject Matter:</b> Lesson 4: Characteristics of Liquids according to their taste and odor or smell	<b>Subject Matter:</b> Lesson 1: Characteristics of Gas according to the shape of the container	<b>Subject Matter:</b> Lesson 2: Characteristics of gases according to space they occupy	<b>Subject Matter:</b> Lesson 1: Common Solids, Liquids, and Gases Found at Home	<b>WEEKLY TEST</b>
<b>Reference:</b> LM: _____ LG: _____ CG: _____	<b>Reference:</b> LM: _____ LG: _____ CG: _____	<b>Reference:</b> LM: _____ LG: _____ CG: _____	<b>Reference:</b> LM: _____ LG: _____ CG: _____	<b>Evaluation:</b>
<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	<b>SUMMATIVE TEST</b>
<b>Evaluation:</b> Underline the correct word/s inside the parenthesis. 1. Perfume has a (good smell, bad smell). 2. The taste of orange juice is (sweet, salty). 3. Vinegar is ( sour, bitter). 4. Honey has (sweet, salty, ) taste. 5. Candies have ( sweet, bitter) taste.	<b>Evaluation:</b> Draw 5 balloons with different colors. Describe their shapes.	<b>Evaluation:</b> Get a plastic bag. Blow air into it. Add more air. Ask: What will happen to the plastic bag?	<b>Evaluation:</b> Match the picture in column A with column B. Connect the letter to its correct picture using a line inside the box and write down if it is solid, liquid or gas.	
<b>Assignment:</b> Let the pupils make an album of 10 pictures of different liquids cut out from old magazines. Have them describe the characteristics of each liquid.	<b>Assignment:</b> List down 5 different gases found in the environment.	<b>Assignment:</b> Bring objects (solids, liquids etc.) found at home for our next lesson.	<b>Assignment:</b> Remind the pupils to bring empty containers of the following materials: 1. Bleaching liquid 2. Shampoo 3. Pesticide 4. Any toilet freshener 5. Mosquito coil empty box	
<b>Remarks:</b>	<b>Remarks:</b>	<b>Remarks:</b>	<b>Remarks:</b>	<b>Remarks:</b>
<b>Mastery Level:</b>	<b>Mastery Level:</b>	<b>Mastery Level:</b>	<b>Mastery Level:</b>	<b>Mastery Level:</b>

**SUBJECT: SCIENCE**

**WEEK NO. 4**

**GRADING PERIOD: FIRST GRADING**

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE: _____	DATE: _____	DATE: _____	DATE: _____	DATE: _____
<b>Objectives:</b> At the end of the lesson, the pupils should be able to identify the harmful effects of the common materials found at home and in school	<b>Objectives:</b> At the end of the lesson, the pupils should be able to describe the proper ways in using and handling harmful materials at home and in school.	<b>Objectives:</b> At the end of the lesson, the pupils should be able to tell whether the material is hot or cold.	<b>Objectives:</b> At the end of the lesson, the pupils should be able to: 1. measure the temperature of tap water and hot/warm water using a thermometer; 2. read the temperature from the thermometer correctly; and 3. compare the temperature of tap water and hot/warm water.	<b>Objectives:</b> The pupils are expected to get 75% mastery level in the weekly tests.
<b>Subject Matter:</b> Lesson 2. Harmful Effects of Common Materials Found at Home	<b>Subject Matter:</b> Lesson 3. Safety Measures in Using and Handling Harmful Materials	<b>Subject Matter:</b> Lesson 1: Is it Hot or Cold?	<b>Subject Matter:</b> Lesson 2: Measuring the Temperature of Hot/ Warm Material	<b>WEEKLY TEST</b>
<b>Reference:</b> LM: _____ LG: _____ CG: _____	<b>Reference:</b> LM: _____ LG: _____ CG: _____	<b>Reference:</b> LM: _____ LG: _____ CG: _____	<b>Reference:</b> LM: _____ LG: _____ CG: _____	<b>Evaluation:</b>
<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	
<b>Evaluation:</b> Write the hazards that the following materials may do to people when not used properly: 1. Disinfectant 2. Insecticides 3. LPG 4. Bleaching liquid 5. Muriatic Acid	<b>Evaluation:</b> Divide the class into 4 groups and let them have a role play on the safety measures in using and handling harmful materials at home or in school.	<b>Evaluation:</b> Pupils' activity outputs may be taken as a form of assessing their knowledge formatively. Take note that such assessment results should not be graded. Its purpose is just for the teacher to determine pupils' prior knowledge as a springboard for the discussion of the next lesson.	<b>Evaluation:</b> (Note: Tell the pupils that the diagram is just a portion of the whole thermometer	
<b>Assignment:</b> List down at least 2 reasons on what should you do in order to avoid accident brought about by the misuse of the materials that are commonly found at home?	<b>Assignment:</b> List down at least 2 materials found in your home and write down the proper way in handling the material that you listed. Write in your activity notebook.	<b>Assignment:</b> What could be the temperature of hot objects compared to cold objects?	<b>Assignment:</b> Compare the temperature of ice to the temperature of boiling water? Write your answer on your notebook.	
<b>Remarks:</b>	<b>Remarks:</b>	<b>Remarks:</b>	<b>Remarks:</b>	<b>Remarks:</b>
<b>Mastery Level:</b>	<b>Mastery Level:</b>	<b>Mastery Level:</b>	<b>Mastery Level:</b>	<b>Mastery Level:</b>

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE: _____	DATE: _____	DATE: _____	DATE: _____	DATE: _____
<b>Objectives:</b> At the end of the lesson, the pupils should be able to: 1. measure the temperature of tap water and cold water using a thermometer; 2. compare the temperature of tap water and cold water ; and 3. read the temperature from the thermometer correctly.	<b>Objectives:</b> At the end of the lesson, the pupils should be able to describe the candle wax when heated and cooled.	<b>Objectives:</b> At the end of the lesson, the pupils should be able to describe the candle wax when heated and cooled.	<b>Objectives:</b> At the end of the lesson, the pupils should be able to describe what happens to water when heated	<b>Objectives:</b> The pupils are expected to get 75% mastery level in the weekly tests.
<b>Subject Matter:</b> <b>Lesson 3: Measuring the Temperature of Cold Material</b>	<b>Subject Matter:</b> Lesson 4: What Happens when a Candle Wax is heated or Cooled?	<b>Subject Matter:</b> Lesson 4: What Happens when a Candle Wax is heated or Cooled?	<b>Subject Matter:</b> Lesson 5: What Happens to Water When Heated?	<b>WEEKLY TEST</b>
<b>Reference:</b> LM: _____ LG: _____ CG: _____	<b>Reference:</b> LM: _____ LG: _____ CG: _____	<b>Reference:</b> LM: _____ LG: _____ CG: _____	<b>Reference:</b> LM: _____ LG: _____ CG: _____	<b>Evaluation:</b>
<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 4. Presentation 5. Discussion 6. Activity C. Generalization D. Application	<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	
<b>Evaluation:</b>  The activity output of the pupils may be considered in assessing them formatively.	<b>Evaluation:</b> A butter/ margarine is put in a frying pan over the stove for few minutes. What do you think will happen to the butter/margarine? Why?	<b>Evaluation:</b>	<b>Evaluation:</b> Your mother is boiling water in a kettle for your coffee. What do you think will happen if she leaves the water boiling for a long time? Why?	
<b>Assignment:</b> 1. What is the temperature of tap water? What is the temperature of cold water? 2. How will you compare the temperature of tap water with that of cold water? (The temperature of tap water is higher than the temperature of cold water, or the temperature of cold water is lower than the temperature of tap water). 3. What is the effect of removing heat from the water? (Heat removed from the water decreases the temperature of the water.)	<b>Assignment:</b>	<b>Assignment:</b>	<b>Assignment:</b>	
<b>Remarks:</b>	<b>Remarks:</b>	<b>Remarks:</b>	<b>Remarks:</b>	<b>Remarks:</b>
<b>Mastery Level:</b>	<b>Mastery Level:</b>	<b>Mastery Level:</b>	<b>Mastery Level:</b>	<b>Mastery Level:</b>

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE: _____	DATE: _____	DATE: _____	DATE: _____	DATE: _____
<b>Objectives:</b> At the end of the lesson, the pupils should be able to describe what happens to water vapor when cooled	<b>Objectives:</b> At the end of the lesson, the pupils should be able to describe what happens to water vapor when cooled	<b>Objectives:</b> At the end of the lesson, the pupils should be able to describe what happens to naphthalene ball when heated.	<b>Objectives:</b> At the end of the lesson, the pupils should be able to describe what happens to naphthalene ball when heated.	<b>Objectives:</b> The pupils are expected to get 75% mastery level in the weekly tests.
<b>Subject Matter:</b> Lesson 6: What Happens to Water Vapor when Cooled?	<b>Subject Matter:</b> Lesson 6: What Happens to Water Vapor when Cooled?	<b>Subject Matter:</b> Lesson 7: What Happens to Naphthalene Ball when Heated?	<b>Subject Matter:</b> Lesson 7: What Happens to Naphthalene Ball when Heated?	<b>WEEKLY TEST</b>
<b>Reference:</b> LM: _____ LG: _____ CG: _____	<b>Reference:</b> LM: _____ LG: _____ CG: _____	<b>Reference:</b> LM: _____ LG: _____ CG: _____	<b>Reference:</b> LM: _____ LG: _____ CG: _____	<b>Evaluation:</b>
<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	
<b>Evaluation:</b>  Science Activity	<b>Evaluation:</b>  Science Activity	<b>Evaluation:</b> Answer the following questions: 1. Did you notice any change in the appearance of the naphthalene in saucer 1 and saucer 2? Why? 2. What does this observation tell you? 3. What is the effect of heat on the naphthalene ball?	<b>Evaluation:</b>	
<b>Assignment:</b>	<b>Assignment:</b> Bring naphthalene ball if you have at home for our next lesson.	<b>Assignment:</b>	<b>Assignment:</b>	
<b>Remarks:</b>	<b>Remarks:</b>	<b>Remarks:</b>	<b>Remarks:</b>	<b>Remarks:</b>
<b>Mastery Level:</b>	<b>Mastery Level:</b>	<b>Mastery Level:</b>	<b>Mastery Level:</b>	<b>Mastery Level:</b>

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE: _____	DATE: _____	DATE: _____	DATE: _____	DATE: _____
<b>Objectives:</b> At the end of the lesson, the pupils should be able to describe what happens to the air inside the bottle/balloon when it is heated or cooled.	<b>Objectives:</b> At the end of the lesson, the pupils should be able to describe what happens to the air inside the bottle/balloon when it is heated or cooled.	<b>Objectives:</b>	<b>Objectives:</b>	<b>Objectives:</b> The pupils are expected to get 75% mastery level in the weekly tests.
<b>Subject Matter:</b> Lesson 8: What Happens to the Air Inside the Bottle/Balloon when Heated or Cooled?	<b>Subject Matter:</b> Lesson 8: What Happens to the Air Inside the Bottle/Balloon when Heated or Cooled?	<b>Subject Matter:</b>	<b>Subject Matter:</b>	<b>WEEKLY TEST</b>
<b>Reference:</b> LM: _____ LG: _____ CG: _____	<b>Reference:</b> LM: _____ LG: _____ CG: _____	<b>Reference:</b> LM: _____ LG: _____ CG: _____	<b>Reference:</b> LM: _____ LG: _____ CG: _____	<b>Evaluation:</b>
<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	<b>Learning Tasks</b> E. Preliminary Activities 4. Drill 5. Review 6. Motivation F. Developmental Activities 4. Presentation 5. Discussion 6. Activity G. Generalization H. Application	<b>Learning Tasks</b> E. Preliminary Activities 4. Drill 5. Review 6. Motivation F. Developmental Activities 4. Presentation 5. Discussion 6. Activity G. Generalization H. Application	
<b>Evaluation:</b>  Science Activity	<b>Evaluation:</b> As shown in the drawing, what happen to the air balloon when heated? Why?	<b>Evaluation:</b>	<b>Evaluation:</b>	
<b>Assignment:</b>	<b>Assignment:</b> Draw on a bond paper 5 living things found in the environment.	<b>Assignment:</b>	<b>Assignment:</b>	
<b>Remarks:</b>	<b>Remarks:</b>	<b>Remarks:</b>	<b>Remarks:</b>	<b>Remarks:</b>
<b>Mastery Level:</b>	<b>Mastery Level:</b>	<b>Mastery Level:</b>	<b>Mastery Level:</b>	<b>Mastery Level:</b>

SUBJECT: SCIENCE

WEEK NO. 8

GRADING PERIOD: FIRST GRADING

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE: _____	DATE: _____	DATE: _____	DATE: _____	DATE: _____
<b>Objectives:</b>	<b>Objectives:</b>	<b>Objectives:</b>	<b>Objectives:</b>	<b>Objectives:</b> The pupils are expected to get 75% mastery level in the weekly tests.
<b>Subject Matter:</b>	<b>Subject Matter:</b>	<b>Subject Matter:</b>	<b>Subject Matter:</b>	<b>WEEKLY TEST</b>
<b>Reference:</b> LM: _____ LG: _____ CG: _____	<b>Reference:</b> LM: _____ LG: _____ CG: _____	<b>Reference:</b> LM: _____ LG: _____ CG: _____	<b>Reference:</b> LM: _____ LG: _____ CG: _____	<b>Evaluation:</b>
<b>Learning Tasks</b> E. Preliminary Activities 4. Drill 5. Review 6. Motivation F. Developmental Activities 4. Presentation 5. Discussion 6. Activity G. Generalization H. Application	<b>Learning Tasks</b> E. Preliminary Activities 4. Drill 5. Review 6. Motivation F. Developmental Activities 4. Presentation 5. Discussion 6. Activity G. Generalization H. Application	<b>Learning Tasks</b> I. Preliminary Activities 7. Drill 8. Review 9. Motivation J. Developmental Activities 7. Presentation 8. Discussion 9. Activity K. Generalization L. Application	<b>Learning Tasks</b> I. Preliminary Activities 7. Drill 8. Review 9. Motivation J. Developmental Activities 7. Presentation 8. Discussion 9. Activity K. Generalization L. Application	
<b>Evaluation:</b>	<b>Evaluation:</b>	<b>Evaluation:</b>	<b>Evaluation:</b>	
<b>Assignment:</b>	<b>Assignment:</b>	<b>Assignment:</b>	<b>Assignment:</b>	
<b>Remarks:</b>	<b>Remarks:</b>	<b>Remarks:</b>	<b>Remarks:</b>	<b>Remarks:</b>
<b>Mastery Level:</b>	<b>Mastery Level:</b>	<b>Mastery Level:</b>	<b>Mastery Level:</b>	<b>Mastery Level:</b>



SUBJECT: SCIENCE

WEEK NO. 9

GRADING PERIOD: FIRST GRADING

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE: _____	DATE: _____	DATE: _____	DATE: _____	DATE: _____
<b>Objectives:</b>	<b>Objectives:</b>	<b>Objectives:</b>	<b>Objectives:</b>	<b>Objectives:</b> The pupils are expected to get 75% mastery level in the weekly tests.
<b>Subject Matter:</b>	<b>Subject Matter:</b>	<b>Subject Matter:</b>	<b>Subject Matter:</b>	<b>WEEKLY TEST</b>
<b>Reference:</b> LM: _____ LG: _____ CG: _____	<b>Reference:</b> LM: _____ LG: _____ CG: _____	<b>Reference:</b> LM: _____ LG: _____ CG: _____	<b>Reference:</b> LM: _____ LG: _____ CG: _____	<b>Evaluation:</b>
<b>Learning Tasks</b> I. Preliminary Activities 7. Drill 8. Review 9. Motivation J. Developmental Activities 7. Presentation 8. Discussion 9. Activity K. Generalization L. Application	<b>Learning Tasks</b> I. Preliminary Activities 7. Drill 8. Review 9. Motivation J. Developmental Activities 7. Presentation 8. Discussion 9. Activity K. Generalization L. Application	<b>Learning Tasks</b> M. Preliminary Activities 10. Drill 11. Review 12. Motivation N. Developmental Activities 10. Presentation 11. Discussion 12. Activity O. Generalization P. Application	<b>Learning Tasks</b> M. Preliminary Activities 10. Drill 11. Review 12. Motivation N. Developmental Activities 10. Presentation 11. Discussion 12. Activity O. Generalization P. Application	
<b>Evaluation:</b>	<b>Evaluation:</b>	<b>Evaluation:</b>	<b>Evaluation:</b>	
<b>Assignment:</b>	<b>Assignment:</b>	<b>Assignment:</b>	<b>Assignment:</b>	
<b>Remarks:</b>	<b>Remarks:</b>	<b>Remarks:</b>	<b>Remarks:</b>	<b>Remarks:</b>
<b>Mastery Level:</b>	<b>Mastery Level:</b>	<b>Mastery Level:</b>	<b>Mastery Level:</b>	<b>Mastery Level:</b>

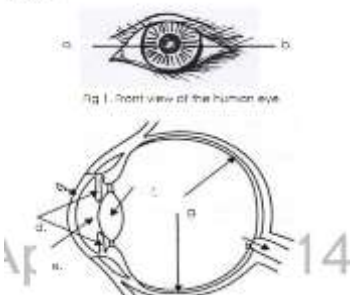
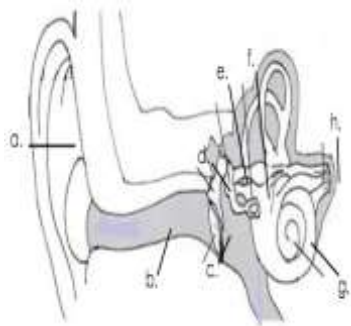
SUBJECT: SCIENCE

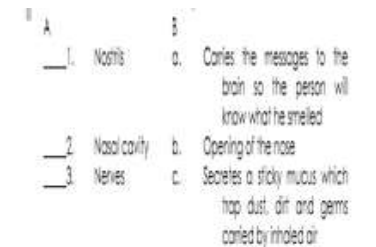
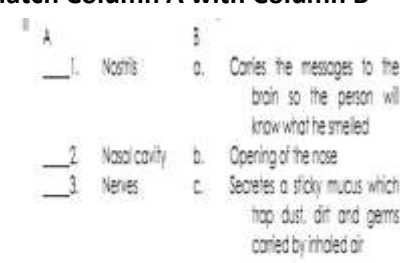
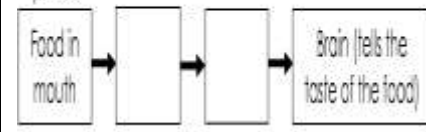

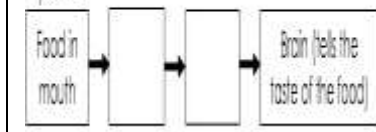
WEEK NO. 10


GRADING PERIOD: FIRST GRADING

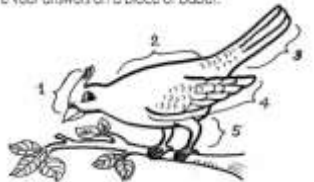

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE: _____	DATE: _____	DATE: _____	DATE: _____	DATE: _____
<b>Objectives:</b>	<b>Objectives:</b>	<b>Objectives:</b>	<b>Objectives:</b>	<b>Objectives:</b> The pupils are expected to get 75% mastery level in the weekly tests.
<b>Subject Matter:</b>	<b>Subject Matter:</b>	<b>Subject Matter:</b>	<b>Subject Matter:</b>	<b>WEEKLY TEST</b>
<b>Reference:</b> LM: _____ LG: _____ CG: _____	<b>Reference:</b> LM: _____ LG: _____ CG: _____	<b>Reference:</b> LM: _____ LG: _____ CG: _____	<b>Reference:</b> LM: _____ LG: _____ CG: _____	<b>Evaluation:</b>
<b>Learning Tasks</b> M. Preliminary Activities 10. Drill 11. Review 12. Motivation N. Developmental Activities 10. Presentation 11. Discussion 12. Activity O. Generalization P. Application	<b>Learning Tasks</b> M. Preliminary Activities 10. Drill 11. Review 12. Motivation N. Developmental Activities 10. Presentation 11. Discussion 12. Activity O. Generalization P. Application	<b>Learning Tasks</b> Q. Preliminary Activities 13. Drill 14. Review 15. Motivation R. Developmental Activities 13. Presentation 14. Discussion 15. Activity S. Generalization T. Application	<b>Learning Tasks</b> Q. Preliminary Activities 13. Drill 14. Review 15. Motivation R. Developmental Activities 13. Presentation 14. Discussion 15. Activity S. Generalization T. Application	
<b>Evaluation:</b>	<b>Evaluation:</b>	<b>Evaluation:</b>	<b>Evaluation:</b>	
<b>Assignment:</b>	<b>Assignment:</b>	<b>Assignment:</b>	<b>Assignment:</b>	
<b>Remarks:</b>	<b>Remarks:</b>	<b>Remarks:</b>	<b>Remarks:</b>	<b>Remarks:</b>
<b>Mastery Level:</b>	<b>Mastery Level:</b>	<b>Mastery Level:</b>	<b>Mastery Level:</b>	<b>Mastery Level:</b>

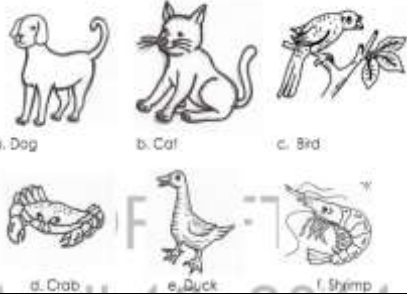


DAY 1	DAY 2	DAY 3	DAY 4	DAY 5								
DATE: _____	DATE: _____	DATE: _____	DATE: _____	DATE: _____								
<b>Objectives:</b> 1. identify the parts of the eyes; and 2. identify proper ways of caring the eyes.	<b>Objectives:</b> 1. identify the parts of the eyes; and 2. identify proper ways of caring the eyes.	<b>Objectives:</b> 1. identify the parts of the ears and its function, and 2. identify proper ways of caring the ears	<b>Objectives:</b> 1. identify the parts of the ears and its function, and 2. identify proper ways of caring the ears	<b>Objectives:</b> The pupils are expected to get 75% mastery level in the weekly tests.								
<b>Subject Matter:</b> <b>SENSE ORGANS</b>	<b>Subject Matter:</b> <b>SENSE ORGANS</b>	<b>Subject Matter:</b> <b>SENSE ORGANS</b>	<b>Subject Matter:</b> <b>SENSE ORGANS</b>	<b>WEEKLY TEST</b>								
<b>Reference:</b> LM: <u>50</u> LG: <u>48</u> CG: <u>18</u>	<b>Reference:</b> LM: <u>50</u> LG: <u>48</u> CG: <u>18</u>	<b>Reference:</b> LM: <u>53</u> LG: <u>50</u> CG: <u>18</u>	<b>Reference:</b> LM: <u>53</u> LG: <u>50</u> CG: <u>18</u>	<b>Evaluation:</b> I Based on what you read, label the parts of the diagram of the eye.								
<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	 <p>Fig. 1. Front view of the human eye.</p>								
<b>Evaluation:</b> Match column A with column B. Write the letter before each number. <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">                         A                          ____1. Cornea                          ____2. Pupil                          ____3. Lens                          ____4. Retina                          ____5. Optic nerve                     </td> <td style="width: 50%;">                         B                          a. Focuses light and project the image on the retina                          b. Sends messages to the brain                          c. The transparent covering of the eye                          d. Where the image that is seen is focused                          e. The opening where light enters                     </td> </tr> </table>	A ____1. Cornea ____2. Pupil ____3. Lens ____4. Retina ____5. Optic nerve	B a. Focuses light and project the image on the retina b. Sends messages to the brain c. The transparent covering of the eye d. Where the image that is seen is focused e. The opening where light enters	<b>Evaluation:</b> II. Put a [✓] on the box if it shows a proper way of caring the eyes and put a [x] if it is not. <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;"> <input type="checkbox"/> 1. Reading with sufficient light  <input type="checkbox"/> 2. Rubbing eyes with hands when itchy  <input type="checkbox"/> 3. Resting eyes after reading for a long period  <input type="checkbox"/> 4. Looking at the Sun directly  <input type="checkbox"/> 5. Consult a doctor when having eye problem                     </td> <td style="width: 50%;"></td> </tr> </table>	<input type="checkbox"/> 1. Reading with sufficient light <input type="checkbox"/> 2. Rubbing eyes with hands when itchy <input type="checkbox"/> 3. Resting eyes after reading for a long period <input type="checkbox"/> 4. Looking at the Sun directly <input type="checkbox"/> 5. Consult a doctor when having eye problem		<b>Evaluation:</b> I. Match column A with column B. Write the letter before each number. <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">                         A                          ____1. Pinna                          ____2. Ear canal                          ____3. Eardrum                          ____4. Cochlea                          ____5. Auditory nerve                     </td> <td style="width: 50%;">                         B                          a. Transmit sounds to the auditory nerve                          b. Sends message to the brain                          c. Collects sounds                          d. Where sound travels from pinna to the eardrum                          e. Vibrates when sound hits it                     </td> </tr> </table>	A ____1. Pinna ____2. Ear canal ____3. Eardrum ____4. Cochlea ____5. Auditory nerve	B a. Transmit sounds to the auditory nerve b. Sends message to the brain c. Collects sounds d. Where sound travels from pinna to the eardrum e. Vibrates when sound hits it	<b>Evaluation:</b> II. Put a [✓] on the box if it shows a proper way of caring the ears and put a [x] if it is not. <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;"> <input type="checkbox"/> 1. Avoiding noisy places  <input type="checkbox"/> 2. Consulting a doctor when there is a problem about the ears and hearing  <input type="checkbox"/> 3. Cleaning the inside of the ears with cotton buds  <input type="checkbox"/> 4. Turning the volume high when listening to music  <input type="checkbox"/> 5. Using earmuffs when in a place with loud sounds.                     </td> <td style="width: 50%;"></td> </tr> </table>	<input type="checkbox"/> 1. Avoiding noisy places <input type="checkbox"/> 2. Consulting a doctor when there is a problem about the ears and hearing <input type="checkbox"/> 3. Cleaning the inside of the ears with cotton buds <input type="checkbox"/> 4. Turning the volume high when listening to music <input type="checkbox"/> 5. Using earmuffs when in a place with loud sounds.		
A ____1. Cornea ____2. Pupil ____3. Lens ____4. Retina ____5. Optic nerve	B a. Focuses light and project the image on the retina b. Sends messages to the brain c. The transparent covering of the eye d. Where the image that is seen is focused e. The opening where light enters											
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<b>Assignment:</b> Find out who wears eyeglasses in your family. Ask the reasons why they are using eyeglasses.	<b>Assignment:</b> Is playing computer games for a long period good to your eyes? What should you do to take care of your eyes?	<b>Assignment:</b> Why are the ears important?	<b>Assignment:</b> What can happen if the sense of hearing is impaired?									
<b>Remarks:</b>	<b>Remarks:</b>	<b>Remarks:</b>	<b>Remarks:</b>	<b>Remarks:</b>								
<b>Mastery Level:</b>	<b>Mastery Level:</b>	<b>Mastery Level:</b>	<b>Mastery Level:</b>	<b>Mastery Level:</b>								

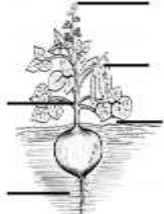


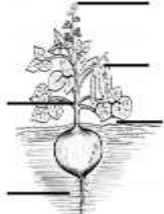
DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE: _____	DATE: _____	DATE: _____	DATE: _____	DATE: _____
<b>Objectives:</b> 1. identify the parts of the nose and its function; and 2. Identify proper ways of caring the nose.	<b>Objectives:</b> 1. identify the parts of the nose and its function; and 2. Identify proper ways of caring the nose.	<b>Objectives:</b> 1. describe the uses of the tongue; and 2. identify the parts and function of the tongue.	<b>Objectives:</b> 1. describe the uses of the tongue; and 2. identify the parts and function of the tongue.	<b>Objectives:</b> The pupils are expected to get 75% mastery level in the weekly tests.
<b>Subject Matter:</b> <b>SENSE ORGANS</b>	<b>Subject Matter:</b> <b>SENSE ORGANS</b>	<b>Subject Matter:</b> <b>SENSE ORGANS</b>	<b>Subject Matter:</b> <b>SENSE ORGANS</b>	<b>WEEKLY TEST</b>
<b>Reference:</b> LM: <u>57</u> LG: <u>53</u> CG: <u>18</u>	<b>Reference:</b> LM: <u>57</u> LG: <u>53</u> CG: <u>18</u>	<b>Reference:</b> LM: <u>60</u> LG: <u>55</u> CG: <u>18</u>	<b>Reference:</b> LM: <u>60</u> LG: <u>55</u> CG: <u>18</u>	<b>Evaluation:</b> a. Match Column A with Column B
<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	a. Match Column A with Column B  
<b>Evaluation:</b> <b>Match Column A with Column B</b> 	<b>Evaluation:</b> 1. Put a [✓] on the box if it shows a proper way of caring the nose and put a [X] if it is not. <input type="checkbox"/> 1. Inserting small objects inside the nose <input type="checkbox"/> 2. Consulting a doctor when there is discomfort with our nose <input type="checkbox"/> 3. Cleaning the inside of the nose with sharp objects <input type="checkbox"/> 4. Covering the nose when passing a dusty road <input type="checkbox"/> 5. Blowing the nose hard when with colds	<b>Evaluation:</b> 3. Trace the path of the taste of food after it enters the mouth. Write on the box the part of the tongue where it passes. 	<b>Evaluation:</b> 	b. 3. Trace the path of the taste of food after it enters the mouth. Write on the box the part of the tongue where it passes. 
<b>Assignment:</b> Why is the nose important?	<b>Assignment:</b> What can happen if the sense of smell is impaired or does not function well?	<b>Assignment:</b> What helps you taste the food?	<b>Assignment:</b> The tongue needs to be cleaned from time to time. How do members of your family clean their tongue? Write their responses on your notebook.	
<b>Remarks:</b>	<b>Remarks:</b>	<b>Remarks:</b>	<b>Remarks:</b>	<b>Remarks:</b>
<b>Mastery Level:</b>	<b>Mastery Level:</b>	<b>Mastery Level:</b>	<b>Mastery Level:</b>	<b>Mastery Level:</b>


DAY 1	DAY 2	DAY 3	DAY 4	DAY 5																
DATE: _____	DATE: _____	DATE: _____	DATE: _____	DATE: _____																
<b>Objectives:</b> 1. describe the uses of the skin; 2. identify the parts and function of the skin; and 3. show proper ways of caring for the skin.	<b>Objectives:</b> 1. describe the uses of the skin; 2. identify the parts and function of the skin; and 3. show proper ways of caring for the skin.	<b>Objectives:</b> Identify common animals found in the environment	<b>Objectives:</b> 1. identify the parts of some animals; and 2. group animals according to their body parts.	<b>Objectives:</b> The pupils are expected to get 75% mastery level in the weekly tests.																
<b>Subject Matter:</b> <b>SENSE ORGANS</b>	<b>Subject Matter:</b> <b>SENSE ORGANS</b>	<b>Subject Matter:</b> <b>L1 ANIMALS</b>	<b>Subject Matter:</b> <b>L2 ANIMALS</b>	<b>WEEKLY TEST</b>																
<b>Reference:</b> LM: <u>62</u> LG: <u>56</u> CG: <u>18</u>	<b>Reference:</b> LM: <u>62</u> LG: <u>56</u> CG: <u>18</u>	<b>Reference:</b> LM: <u>66</u> LG: <u>61</u> CG: <u>18</u>	<b>Reference:</b> LM: <u>68</u> LG: <u>61</u> CG: <u>18</u>	<b>Evaluation:</b> Look at the pictures below. Put a <input type="checkbox"/> on the box if it shows a proper way of taking care of the skin and put a <input type="checkbox"/> if it is not. Explain your answer.																
<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	 <p>1. <input type="checkbox"/> taking a bath everyday 2. <input type="checkbox"/> walking with bare feet                      3. <input type="checkbox"/> Wearing clean clothes 4. <input type="checkbox"/> Drinking dirty water</p>																
<b>Evaluation:</b> What are the parts and functions of the skin?	<b>Evaluation:</b> How do we take care of the skin?	<b>Evaluation:</b> Complete the table by listing different kinds of animals found in different places.	<b>Evaluation:</b> Complete the table below by listing animals described in each column. The pupils can write as many answers as possible.	<table border="1"> <tr> <td>Animals found in the House</td> <td>Animals found in the Farm</td> <td>Animals found in the Zoo</td> <td>Animals found in the River and Ocean</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table> <table border="1"> <tr> <td>Animals with 2 legs and wings</td> <td>Animals with 6 legs and wings</td> <td>Animals with 4 legs and horns</td> <td>Animals with gills and fins</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table>	Animals found in the House	Animals found in the Farm	Animals found in the Zoo	Animals found in the River and Ocean					Animals with 2 legs and wings	Animals with 6 legs and wings	Animals with 4 legs and horns	Animals with gills and fins				
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Animals with 2 legs and wings	Animals with 6 legs and wings	Animals with 4 legs and horns	Animals with gills and fins																	
<b>Assignment:</b> Do you practice personal hygiene?	<b>Assignment:</b> Name animals found in the community.	<b>Assignment:</b> Each group will bring a picture of a frog, horse and bird for the next activity.	<b>Assignment:</b> Group together animals that have the same body parts	<table border="1"> <tr> <td>Animals with 2 legs and wings</td> <td>Animals with 6 legs and wings</td> <td>Animals with 4 legs and horns</td> <td>Animals with gills and fins</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table>	Animals with 2 legs and wings	Animals with 6 legs and wings	Animals with 4 legs and horns	Animals with gills and fins												
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DAY 1	DAY 2	DAY 3	DAY 4	DAY 5																														
DATE: _____	DATE: _____	DATE: _____	DATE: _____	DATE: _____																														
<b>Objectives:</b> 1. identify the parts of some animals; and 2. group animals according to their body parts.	<b>Objectives:</b> 1. Describe how animals move; 2. Identify the body parts that enable animals to move.	<b>Objectives:</b> . Describe how animals move; 2. Identify the body parts that enable animals to move.	<b>Objectives:</b> infer the body parts used by different animals for eating/getting food;	<b>Objectives:</b> The pupils are expected to get 75% mastery level in the weekly tests.																														
<b>Subject Matter:</b> L2 ANIMALS	<b>Subject Matter:</b> L3 ANIMALS	<b>Subject Matter:</b> L3 ANIMALS	<b>Subject Matter:</b> L4 ANIMALS	<b>WEEKLY TEST</b>																														
<b>Reference:</b> LM: <u>68</u> LG: <u>61</u> CG: <u>19</u>	<b>Reference:</b> LM: <u>70</u> LG: <u>63</u> CG: <u>19</u>	<b>Reference:</b> LM: <u>70</u> LG: <u>63</u> CG: <u>19</u>	<b>Reference:</b> LM: _____ LG: <u>66</u> CG: <u>19</u>	<b>Evaluation:</b> I.																														
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<b>Evaluation:</b> Look at the picture of the frog. Identify the numbered parts. Write your answers on a piece of paper. 	<b>Evaluation:</b> Choose an animal without legs and an animal with legs. Observe the body parts that these animals use to move from one place to another. Draw the animals in your notebook. Show the part or parts that they use to move.	<b>Evaluation:</b> Movements made by several animals <table border="1" data-bbox="1059 990 1445 1234"> <thead> <tr> <th>Walk</th> <th>Jump/ Hop</th> <th>Swim</th> <th>Fly</th> <th>Crawl</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Walk	Jump/ Hop	Swim	Fly	Crawl						<b>Evaluation:</b> What body part of the animals does it use in getting or eating its food? <table border="1" data-bbox="1582 1079 1893 1209"> <thead> <tr> <th>Animals</th> <th>Body Part/s Used</th> </tr> </thead> <tbody> <tr> <td>Frog</td> <td>_____</td> </tr> <tr> <td>Dog</td> <td>_____</td> </tr> <tr> <td>Grasshopper</td> <td>_____</td> </tr> <tr> <td>Chicken</td> <td>_____</td> </tr> </tbody> </table>	Animals	Body Part/s Used	Frog	_____	Dog	_____	Grasshopper	_____	Chicken	_____	II. <p>Movements made by several animals</p> <table border="1" data-bbox="1993 933 2330 1161"> <thead> <tr> <th>Walk</th> <th>Jump/ Hop</th> <th>Swim</th> <th>Fly</th> <th>Crawl</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Walk	Jump/ Hop	Swim	Fly	Crawl					
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<b>Assignment:</b> Each group will bring a picture of a frog, horse and bird for the next activity.	<b>Assignment:</b> Describe how animals move? How do they differ from other animals?	<b>Assignment:</b> Ask the pupils to draw their pets in their assignment notebooks. What is the food of your pet?	<b>Assignment:</b> How do animals get /eat their food?	III. <p>Animals and the food they eat</p> <table border="1" data-bbox="1993 1258 2330 1372"> <thead> <tr> <th colspan="3">Animals and the Food they Eat</th> </tr> <tr> <th>Plant eater</th> <th>Meat Eater</th> <th>Plant &amp; Meat Eater</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Animals and the Food they Eat			Plant eater	Meat Eater	Plant & Meat Eater																								
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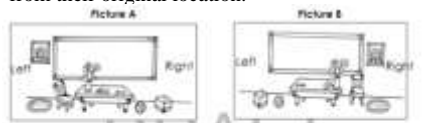
DAY 1	DAY 2	DAY 3	DAY 4	DAY 5													
DATE: _____	DATE: _____	DATE: _____	DATE: _____	DATE: _____													
<b>Objectives:</b> Describe the body covering of animals;	<b>Objectives:</b> Group animals according to their body coverings;	<b>Objectives:</b> Classify animals according to their habitat/place where they live.	<b>Objectives:</b> 1. Explain why animals are important to people 2. Group animals according to what people get from them or how they can extend help to people.	<b>Objectives:</b> The pupils are expected to get 75% mastery level in the weekly tests.													
<b>Subject Matter:</b> <b>L4 ANIMALS</b>	<b>Subject Matter:</b> <b>L4 ANIMALS</b>	<b>Subject Matter:</b> <b>L4 ANIMALS</b>	<b>Subject Matter:</b> <b>ANIMALS</b>	<b>WEEKLY TEST</b>													
<b>Reference:</b> LM: <u>77</u> LG: <u>66</u> CG: <u>18</u>	<b>Reference:</b> LM: <u>77</u> LG: <u>66</u> CG: <u>18</u>	<b>Reference:</b> LM: <u>79</u> LG: <u>66</u> CG: <u>18</u>	<b>Reference:</b> LM: <u>81</u> LG: <u>68</u> CG: <u>18</u>	<b>Evaluation:</b> <b>I</b>  Animals with similar body covering <table border="1" data-bbox="1988 636 2327 760"><tr><th>Body Covering</th><th>Animal</th></tr><tr><td> </td><td> </td></tr></table>	Body Covering	Animal											
Body Covering	Animal																
<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	<b>II</b>  Group the animals as to where they live. Write your answers in your Activity notebook following the format of table below.  Places where animals live <table border="1" data-bbox="2045 961 2352 1117"><tr><td>Animals that live on land</td><td>Animals that live in water Freshwater</td><td>Saltwater</td><td>Animals that live both on land and in water</td></tr></table>	Animals that live on land	Animals that live in water Freshwater	Saltwater	Animals that live both on land and in water									
Animals that live on land	Animals that live in water Freshwater	Saltwater	Animals that live both on land and in water														
<b>Evaluation:</b> 1. Look at the pictures below. On your paper describe the body covering of the animals.  a. Dog      b. Cat      c. Bird  d. Crab      e. Duck      f. Shrimp	<b>Evaluation:</b>  Animals with similar body covering <table border="1" data-bbox="603 1096 1006 1219"><tr><th>Body Covering</th><th>Animal</th></tr><tr><td> </td><td> </td></tr></table>	Body Covering	Animal			<b>Evaluation:</b>  Group the animals as to where they live. Write your answers in your Activity notebook following the format of table below.  Places where animals live <table border="1" data-bbox="1113 1138 1420 1294"><tr><td>Animals that live on land</td><td>Animals that live in water Freshwater</td><td>Saltwater</td><td>Animals that live both on land and in water</td></tr></table>	Animals that live on land	Animals that live in water Freshwater	Saltwater	Animals that live both on land and in water	<b>Evaluation:</b>  Classification of animals based on their usefulness to people <table border="1" data-bbox="1535 1112 1913 1287"><tr><th>Source of Food</th><th>Source of Skin for Bags, Shoes and other things</th><th>Used for Plowing the Field and Carrying Loads</th></tr><tr><td> </td><td> </td><td> </td></tr></table>	Source of Food	Source of Skin for Bags, Shoes and other things	Used for Plowing the Field and Carrying Loads			
Body Covering	Animal																
Animals that live on land	Animals that live in water Freshwater	Saltwater	Animals that live both on land and in water														
Source of Food	Source of Skin for Bags, Shoes and other things	Used for Plowing the Field and Carrying Loads															
<b>Assignment:</b> Tell the pupils to look for and bring colored photos or pictures of the animals	<b>Assignment:</b> Why do animals have body covering?	<b>Assignment:</b> Why do animals live in different places?	<b>Assignment:</b> bring a picture or drawing of their pet or favourite animal.	<b>III</b>  Classification of animals based on their usefulness to people <table border="1" data-bbox="2008 1242 2352 1398"><tr><th>Source of Food</th><th>Source of Skin for Bags, Shoes and other things</th><th>Used for Plowing the Field and Carrying Loads</th></tr><tr><td> </td><td> </td><td> </td></tr></table>	Source of Food	Source of Skin for Bags, Shoes and other things	Used for Plowing the Field and Carrying Loads										
Source of Food	Source of Skin for Bags, Shoes and other things	Used for Plowing the Field and Carrying Loads															
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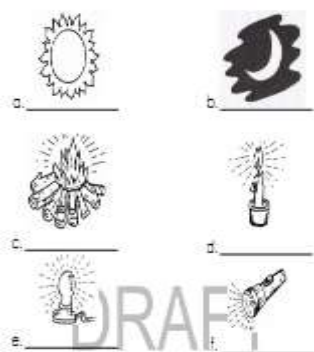
DAY 1	DAY 2	DAY 3	DAY 4	DAY 5										
DATE: _____	DATE: _____	DATE: _____	DATE: _____	DATE: _____										
<b>Objectives:</b> Identify animals that can harm people	<b>Objectives:</b> Communicate to care for pets	<b>Objectives:</b> 1. Identify some plants in the garden 2. Describe the parts of a plant	<b>Objectives:</b> 1. Identify some plants in the garden 2. Describe the parts of a plant	<b>Objectives:</b>										
<b>Subject Matter:</b> <b>ANIMALS</b>	<b>Subject Matter:</b> <b>ANIMALS</b>	<b>Subject Matter:</b> <b>PLANTS</b>	<b>Subject Matter:</b> <b>PLANTS</b>	<b>WEEKLY TEST</b>										
<b>Reference:</b> LM: <u>82</u> LG: <u>70</u> CG: <u>18</u>	<b>Reference:</b> LM: <u>83</u> LG: <u>70</u> CG: <u>18</u>	<b>Reference:</b> LM: <u>84</u> LG: <u>70</u> CG: <u>18</u>	<b>Reference:</b> LM: <u>84</u> LG: <u>70</u> CG: <u>18</u>	<b>Evaluation:</b>										
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Animals that can make people sick	Sickness													
<b>Evaluation:</b>  Animals that can harm people <table border="1"><tr><td>Animals that can make people sick</td><td>Sickness</td></tr><tr><td> </td><td> </td></tr></table>	Animals that can make people sick	Sickness			<b>Evaluation:</b> <table border="1"><thead><tr><th>Name of pet</th><th>Ways in caring your pet</th><th>Reason</th></tr></thead><tbody><tr><td> </td><td> </td><td> </td></tr></tbody></table>	Name of pet	Ways in caring your pet	Reason				<b>Evaluation:</b> Name the parts of the tomato plant as numbered. 	<b>Evaluation:</b> Name the parts 	
Animals that can make people sick	Sickness													
Name of pet	Ways in caring your pet	Reason												
<b>Assignment:</b> What should you do to avoid harmful animals?	<b>Assignment:</b> Why should you observe safety measures while caring your pet?	<b>Assignment:</b> Draw your favourite plant and label its parts.	<b>Assignment:</b> Name plants on your way to school.											
<b>Remarks:</b>	<b>Remarks:</b>	<b>Remarks:</b>	<b>Remarks:</b>	<b>Remarks:</b>										
<b>Mastery Level:</b>	<b>Mastery Level:</b>	<b>Mastery Level:</b>	<b>Mastery Level:</b>	<b>Mastery Level:</b>										

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5																															
DATE: _____	DATE: _____	DATE: _____	DATE: _____	DATE: _____																															
<b>Objectives:</b> Compare the plant parts of different plants	<b>Objectives:</b> . Compare the plant parts of different plants	<b>Objectives:</b> Compare the plant parts of different plants	<b>Objectives:</b> Infer the function of different plant parts	<b>Objectives:</b>																															
<b>Subject Matter:</b> <b>PLANTS</b>	<b>Subject Matter:</b> <b>PLANTS</b>	<b>Subject Matter:</b> <b>PLANTS</b>	<b>Subject Matter:</b> <b>PLANTS</b>	<b>WEEKLY TEST</b>																															
<b>Reference:</b> LM: <u>87</u> LG: <u>73</u> CG: <u>18</u>	<b>Reference:</b> LM: <u>87</u> LG: <u>73</u> CG: <u>18</u>	<b>Reference:</b> LM: <u>87</u> LG: <u>73</u> CG: <u>18</u>	<b>Reference:</b> LM: <u>89</u> LG: <u>77</u> CG: <u>18</u>	<b>Evaluation:</b> <b>Give the parts of the banana plant.</b>																															
<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application																																
<b>Evaluation:</b> Copy the table below on a separate sheet of paper and record your observations.  Stems of Two Kinds of Plants <table border="1" data-bbox="137 982 560 1234"> <thead> <tr> <th rowspan="2">Name of the plant</th> <th colspan="2">STEM</th> </tr> <tr> <th>Grow straight up or trail along the ground or climb fences and other plant</th> <th>Soft (can be bent) or hard (cannot be bent; woody)</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Name of the plant	STEM		Grow straight up or trail along the ground or climb fences and other plant	Soft (can be bent) or hard (cannot be bent; woody)							<b>Evaluation:</b> 1. Observe the shape, color, and edges of the leaves. Draw the shape of one leaf in the table below. Color the leaf according to the colors you observed.  Leaves of Two Kinds of Plants <table border="1" data-bbox="623 1071 996 1226"> <thead> <tr> <th>Name of the plant</th> <th>Leaf</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	Name of the plant	Leaf					<b>Evaluation:</b> Flowers of Two Kinds of Plant <table border="1" data-bbox="1084 974 1457 1226"> <thead> <tr> <th rowspan="2">Name of the plant</th> <th colspan="3">Flower</th> </tr> <tr> <th>Color</th> <th>Does it grow singly?</th> <th>Does it grow in groups/cluster?</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Name of the plant	Flower			Color	Does it grow singly?	Does it grow in groups/cluster?									<b>Evaluation:</b> answer the following questions a. What part of the banana plant holds it firmly to the ground? b. What part of the banana plant makes it stand upright? c. What part of the banana plant makes its food? d. What part of the banana plant develops into a fruit? e. What part of the banana plant absorbs the water and nutrients from the soil? f. What part of the banana plant carries the water and minerals from the roots to the other parts?
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<b>Assignment:</b> Read about the different functions of the different plant parts.	<b>Assignment:</b> Bring 2 different plants tomorrow.	<b>Assignment:</b> Why do we need to observe the different parts of the plants?	<b>Assignment:</b> Bring to class an example of an object made from plants.	a. What part of the banana plant holds it firmly to the ground? b. What part of the banana plant makes it stand upright? c. What part of the banana plant makes its food? d. What part of the banana plant develops into a fruit? e. What part of the banana plant absorbs the water and nutrients from the soil? f. What part of the banana plant carries the water and minerals from the roots to the other parts?																															
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DAY 1	DAY 2	DAY 3	DAY 4	DAY 5																						
DATE: _____	DATE: _____	DATE: _____	DATE: _____	DATE: _____																						
<b>Objectives:</b> At the end of the lesson, the pupils should be able to describe the position or location of an object relative to another object.	<b>Objectives:</b> At the end of the lesson, the pupils should be able to describe the location of an object after it was moved.	<b>Objectives:</b> At the end of the activity, the pupils should be able to describe different ways of moving objects	<b>Objectives:</b> At the end of each lesson, the pupils should be able to: 1. describe how wind moves objects; 2. make a wind wheel.	<b>Objectives:</b> The pupils are expected to get 75% mastery level in the weekly tests.																						
<b>Subject Matter:</b> Describing the Position of an Object relative to another Object	<b>Subject Matter:</b> How do you know that an object has moved?	<b>Subject Matter:</b> How can you make objects move?	<b>Subject Matter:</b> Wind can make Objects Move	<b>WEEKLY TEST</b>																						
<b>Reference:</b> LM: <u>112</u> TG: <u>106</u> CG: <u>20</u>	<b>Reference:</b> LM: <u>114</u> TG: <u>109</u> CG: <u>20</u>	<b>Reference:</b> LM: <u>115</u> TG: <u>111</u> CG: <u>20</u>	<b>Reference:</b> LM: <u>116</u> TG: <u>114</u> CG: <u>20</u>	<b>Evaluation:</b> A. Write the correct word that describes the position of the object or animal or person in each picture. Choose from the list of words in the box.																						
<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	a. The book is on _____ of _____  b. The ball is _____ of the _____  c. The student _____  d. The car is _____  e. The balloons are in the girl's _____ 																						
<b>Evaluation:</b> "Find Me" Game: 1. Place 5 objects in different location inside the classroom (add more objects if there are more than 5 groups). 2. Write each object on a piece of paper. 3. Call the group leaders to pick one piece of paper. 4. Distribute ¼ lengthwise strip of bond paper to each group. 5. Tell each group to describe the position of the object that their leader picked.	<b>Evaluation:</b> Picture A shows a classroom while picture B shows the same classroom after a day. 1. Encircle three objects that were moved from their original location.  2. Describe the position of each of the three objects you encircle in step 1. Write your answers in the space below. <table border="1" data-bbox="623 1234 1009 1307"> <tr> <th>Object</th> <th>Location</th> </tr> <tr> <td>1.</td> <td></td> </tr> <tr> <td>2.</td> <td></td> </tr> <tr> <td>3.</td> <td></td> </tr> </table>	Object	Location	1.		2.		3.		<b>Evaluation:</b> 1. List 2 tasks you do at home that involve pushing. 2. List 2 tasks you do at home that involve pulling.	<b>Evaluation:</b> Ask the pupils to draw a wind wheel. Let them list two things that are moved by the wind outside the classroom.	<b>B</b> <table border="1" data-bbox="1981 1153 2354 1453"> <thead> <tr> <th>Object</th> <th>How did I make the object move?</th> </tr> </thead> <tbody> <tr> <td>Example: eraser</td> <td>By pushing with my fingers By lifting with my hand</td> </tr> <tr> <td>1.</td> <td></td> </tr> <tr> <td>2.</td> <td></td> </tr> <tr> <td>3.</td> <td></td> </tr> <tr> <td>4.</td> <td></td> </tr> <tr> <td>5.</td> <td></td> </tr> </tbody> </table>	Object	How did I make the object move?	Example: eraser	By pushing with my fingers By lifting with my hand	1.		2.		3.		4.		5.	
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5.																										
<b>Assignment:</b> Tell each group to bring a toy car for the next activity.	<b>Assignment:</b> Draw two objects which show movement on a short bond paper. Describe the location of the object after it was moved.	<b>Assignment:</b> Draw or cut a picture of different ways in moving a ball.	<b>Assignment:</b> Let the pupils read and gather pictures about windmills that are used in producing electricity. They can get it from books, magazines, or the internet.																							
<b>Remarks:</b>	<b>Remarks:</b>	<b>Remarks:</b>	<b>Remarks:</b>	<b>Remarks:</b>																						
<b>Mastery Level:</b>	<b>Mastery Level:</b>	<b>Mastery Level:</b>	<b>Mastery Level:</b>	<b>Mastery Level:</b>																						

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE: _____	DATE: _____	DATE: _____	DATE: _____	DATE: _____
<b>Objectives:</b> At the end of each lesson, the pupils should be able to: 1. describe how water moves objects; and 2. make a paper boat.	<b>Objectives:</b> At the end of each lesson, the pupils should be able to: 1. describe how a magnet can move objects; and 2. identify materials that can be moved by magnets.	<b>Objectives:</b> At the end of each lesson, the pupils should be able to: 1. identify the poles of a magnet; 2. infer that a magnet has two poles; 3. state that like poles repel; unlike poles attract; and 4. infer that the strength of the magnet is strongest at the poles.	<b>Objectives:</b> At the end of each lesson, the pupils should be able to: 1. describe different ways of making a toy car move; and 2. identify objects or materials that can move a toy car.	<b>Objectives:</b> The pupils are expected to get 75% mastery level in the weekly tests.
<b>Subject Matter:</b> Making a Paper Boat	<b>Subject Matter:</b> Describing the Location of an Object After it has Moved	<b>Subject Matter:</b> Attract or Repel!	<b>Subject Matter:</b> Ready, Set, Go!	<b>WEEKLY TEST</b>
<b>Reference:</b> LM: <u>117</u> LG: <u>115</u> CG: <u>20</u>	<b>Reference:</b> LM: <u>118</u> LG: <u>117</u> CG: <u>20</u>	<b>Reference:</b> LM: <u>119</u> LG: <u>119</u> CG: <u>20</u>	<b>Reference:</b> LM: <u>120</u> LG: <u>120</u> CG: <u>20</u>	<b>Evaluation:</b> Complete the statement on the right of the picture. Choose the word from the box below.
<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	wind    people    magnet 1. Flag on the pole  The flag on top of the pole can be moved by _____. 2. Thumbtack  The thumbtack on the floor can be picked using a _____. 3. Balloon  The balloon tied on the chair can be moved by _____ and _____. 4. Table  The table can be pushed by _____.
<b>Evaluation:</b> A plastic ball is placed in a basin with water. Write two ways to make the ball move without touching or blowing into it. 1. _____ 2. _____	<b>Evaluation:</b> (The group's output in the activity can serve as assessment.)	<b>Evaluation:</b> Draw what would happen to two bar magnets that are placed: 1. with their N poles facing each other; 2. with their S poles facing each other; 3. with their N and S poles facing each other.	<b>Evaluation:</b> How does the car move? What are the objects or materials that can move a toy car?	
<b>Assignment:</b> Draw a situation where water is used to move an object.	<b>Assignment:</b> Read about where magnets came from.	<b>Assignment:</b> . Bring a toy car (not battery-operated) for tomorrow's activity.	<b>Assignment:</b> Let the pupils bring two identical toy cars.	
<b>Remarks:</b>	<b>Remarks:</b>	<b>Remarks:</b>	<b>Remarks:</b>	<b>Remarks:</b>
<b>Mastery Level:</b>	<b>Mastery Level:</b>	<b>Mastery Level:</b>	<b>Mastery Level:</b>	<b>Mastery Level:</b>


DAY 1	DAY 2	DAY 3	DAY 4	DAY 5		
DATE: _____	DATE: _____	DATE: _____	DATE: _____	DATE: _____		
<b>Objectives:</b> At the end of each lesson, the pupils should be able to: 1. describe the movement of an object as fast or slow; and 2. describe the movement of an object as forward or backward.	<b>Objectives:</b> 1. Describe the act of stretching and compressing objects 2. Name objects that can be stretched or compressed	<b>Objectives:</b> Identify sources of light Classify sources of light into natural and artificial	<b>Objectives:</b> At the end of the lesson, the pupils should be able to identify uses of light.	<b>Objectives:</b> The pupils are expected to get 75% mastery level in the weekly tests.		
<b>Subject Matter:</b> Describing the Different Ways Objects Move	<b>Subject Matter:</b> Describing the Movement of Objects– Stretched or Compressed	<b>Subject Matter</b> Sources of Light	<b>Subject Matter:</b> Uses of light	<b>WEEKLY TEST</b>		
<b>Reference:</b> LM: <u>121</u> LG: <u>122</u> CG: <u>20</u>	<b>Reference:</b> LM: <u>122</u> LG: <u>124</u> CG: <u>20</u>	<b>Reference:</b> LM: <u>124</u> LG: <u>124</u> CG: <u>20</u>	<b>Reference:</b> LM: <u>126</u> LG: <u>128</u> CG: <u>20</u>	<b>Evaluation:</b> E. Name objects that can be stretched or compressed 1. 2. 3. 4. 5. II. Write Natural or Artificial.		
<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application			
<b>Evaluation:</b> I. Describe a situation that shows a car moving fast. II. Describe a situation that shows a car moving forward and another that shows a car moving backward.	<b>Evaluation:</b> Which of these objects can be stretched and compressed? (Note : Teacher will provide pictures/illustrations)	<b>Evaluation:</b> Pupils may play “Pinoy Henyo”. The game is played by putting the words written on a strip of paper on the pupil’s forehead. The pupils will guess the word by asking questions that could help her/him guess the word. The class can only respond with “oo (yes)”, “no (hindi)” and “pwede (maybe)”. The words to be guessed are all sources of light.	<b>Evaluation:</b> Match column A with column B. <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <b>A</b>                              1. Sunlight                              2. Traffic lights                              3. Lighthouse                              4. Colorful lights                              5. Laser                         </td> <td style="width: 50%; vertical-align: top;"> <b>B</b>                              A. Help to control the flow of traffic on the road.                              B. Use to decorate or beautify places                              C. Use to warn ships                              D. Use by plants for making food through its leaves                              E. Use in presentation as pointer                         </td> </tr> </table>	<b>A</b> 1. Sunlight 2. Traffic lights 3. Lighthouse 4. Colorful lights 5. Laser	<b>B</b> A. Help to control the flow of traffic on the road. B. Use to decorate or beautify places C. Use to warn ships D. Use by plants for making food through its leaves E. Use in presentation as pointer	
<b>A</b> 1. Sunlight 2. Traffic lights 3. Lighthouse 4. Colorful lights 5. Laser	<b>B</b> A. Help to control the flow of traffic on the road. B. Use to decorate or beautify places C. Use to warn ships D. Use by plants for making food through its leaves E. Use in presentation as pointer					
<b>Assignment:</b> Bring a notebook spring and a rubber band.	<b>Assignment:</b> Draw an object which you can find at home that can be stretched. Then, write below your drawing the use of the object.	<b>Assignment:</b> List 3 sources of light in your home	<b>Assignment:</b> Research on other sources and uses of light, using open source data and the internet.	Give at least 2 uses of light. 1. 2.		
<b>Remarks:</b>	<b>Remarks:</b>	<b>Remarks:</b>	<b>Remarks:</b>	<b>Remarks:</b>		
<b>Mastery Level:</b>	<b>Mastery Level:</b>	<b>Mastery Level:</b>	<b>Mastery Level:</b>	<b>Mastery Level:</b>		

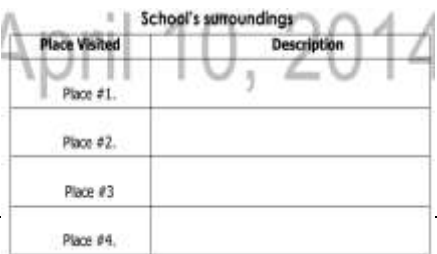
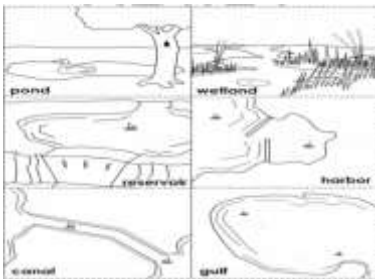


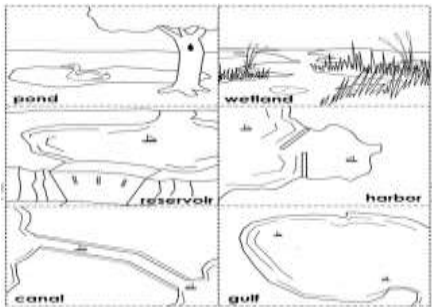
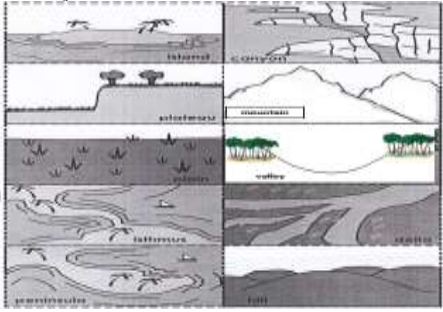
DAY 1	DAY 2	DAY 3	DAY 4	DAY 5				
DATE: _____	DATE: _____	DATE: _____	DATE: _____	DATE: _____				
<b>Objectives:</b> At the end of the lesson, the pupils should be able to identify the proper ways of using light.	<b>Objectives:</b> At the end of the lesson, the pupils should be able to identify the proper ways of using light.	<b>Objectives:</b> At the end of the lesson, the pupils should be able to identify things that give off heat.	<b>Objectives:</b> At the end of the lesson, pupils should be able to describe uses of heat.	<b>Objectives:</b> The pupils are expected to get 75% mastery level in the weekly tests.				
<b>Subject Matter:</b> Safety in Using Light	<b>Subject Matter:</b> Safety in Using Light	<b>Subject Matter:</b> Sources of Heat	<b>Subject Matter:</b> Uses of Heat	<b>WEEKLY TEST</b>				
<b>Reference:</b> LM: <u>128</u> LG: <u>130</u> CG: <u>20</u>	<b>Reference:</b> LM: <u>128</u> LG: <u>131</u> CG: <u>20</u>	<b>Reference:</b> LM: <u>129</u> LG: <u>131</u> CG: <u>20</u>	<b>Reference:</b> LM: <u>130</u> LG: <u>132</u> CG: <u>20</u>	<b>Evaluation:</b> Give 3 uses of light. 1. 2. 3. List Down at least 4 ways of using light. 4 5 6 7 Look at the pictures. Describe how heat is used in each picture.				
<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application					
<b>Evaluation:</b> Match column A with column B.  <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <b>A</b>                              1. Sunlight                              2. Traffic lights                              3. Lighthouse                              4. Colorful lights                              5. Laser                         </td> <td style="width: 50%; border: none;"> <b>B</b>                              A. Help to control the flow of traffic on the road                              B. Use to decorate or beautify places                              C. Use to warn ships                              D. Use by plants for making food through its leaves                              E. Use in presentation as pointer                         </td> </tr> </table>	<b>A</b> 1. Sunlight 2. Traffic lights 3. Lighthouse 4. Colorful lights 5. Laser	<b>B</b> A. Help to control the flow of traffic on the road B. Use to decorate or beautify places C. Use to warn ships D. Use by plants for making food through its leaves E. Use in presentation as pointer	<b>Evaluation:</b> List down at least 3 proper ways of using light.	<b>Evaluation:</b> Make a collage of different sources of heat. (Pictures assigned beforehand )	<b>Evaluation:</b> Match the sources of heat on the left with their uses. <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">                             1. flat iron                              2. gas stove                              3. arpot                              4. oven                              5. fireplace                         </td> <td style="width: 50%; border: none;">                             a. for boiling water                              b. used for cooking                              c. to keep warm                              d. used to press clothes                              e. food warming                         </td> </tr> </table>	1. flat iron 2. gas stove 3. arpot 4. oven 5. fireplace	a. for boiling water b. used for cooking c. to keep warm d. used to press clothes e. food warming	
<b>A</b> 1. Sunlight 2. Traffic lights 3. Lighthouse 4. Colorful lights 5. Laser	<b>B</b> A. Help to control the flow of traffic on the road B. Use to decorate or beautify places C. Use to warn ships D. Use by plants for making food through its leaves E. Use in presentation as pointer							
1. flat iron 2. gas stove 3. arpot 4. oven 5. fireplace	a. for boiling water b. used for cooking c. to keep warm d. used to press clothes e. food warming							
<b>Assignment:</b> Research on other sources and uses of light, using open source data and the internet.	<b>Assignment:</b> Draw one proper way of using light on a short bond paper	<b>Assignment:</b> Have the pupils list three 3 other sources of heat at home.	<b>Assignment:</b> Read on the other uses of heat.					
<b>Remarks:</b>	<b>Remarks:</b>	<b>Remarks:</b>	<b>Remarks:</b>	<b>Remarks:</b>				
<b>Mastery Level:</b>	<b>Mastery Level:</b>	<b>Mastery Level:</b>	<b>Mastery Level:</b>	<b>Mastery Level:</b>				

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5																				
DATE: _____	DATE: _____	DATE: _____	DATE: _____	DATE: _____																				
<b>Objectives:</b> At the end of the lesson, the pupils should be able to identify the proper ways of handling hot objects.	<b>Objectives:</b> At the end of the lesson, the pupils should be able to identify various sources of sound.	<b>Objectives:</b> At the end of the lesson, the pupils can describe the different ways of producing sound.	<b>Objectives:</b> At the end of each lesson, the pupils should be able to: <ol style="list-style-type: none"> <li>1. make an improvised kazoo;</li> <li>2. describe how sound is produced using a kazoo.</li> </ol>	<b>Objectives:</b> The pupils are expected to get 75% mastery level in the weekly tests.																				
<b>Subject Matter:</b> Safety in Using Heat	<b>Subject Matter:</b> Sources of Sounds	<b>Subject Matter:</b> Ways of Producing Sound	<b>Subject Matter:</b> Make Your Own Kazoo	<b>WEEKLY TEST</b>																				
<b>Reference:</b> LM: <u>132</u> LG: <u>133</u> CG: <u>20</u>	<b>Reference:</b> LM: <u>135</u> LG: <u>135</u> CG: <u>20</u>	<b>Reference:</b> LM: <u>135</u> LG: <u>136</u> CG: <u>20</u>	<b>Reference:</b> LM: <u>136</u> LG: <u>138</u> CG: <u>20</u>	<b>Evaluation:</b> A. Put a <input type="checkbox"/> on the box if it is a good practice and put a <input type="checkbox"/> if it is not. Do this in your notebook.																				
<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application																					
<b>Evaluation:</b> The completion of the KWL chart presented at the beginning of the lesson can serve as assessment. Fill up the column – What I learned about Heat.	<b>Evaluation:</b> Pupils will play “guessing game”. Each group will produce a sound from objects around them. They will hide behind a curtain the objects when they made it produce the sound. The other group will guess the objects that produce the sound.	<b>Evaluation:</b> Write on the blanks how sounds are produced by the following objects: 1. Whistle _____ 2. Ambulance _____ 3. Bell _____ 4. Xylophone _____ 5. Tambourine _____	<b>Evaluation:</b> The pupils kazoo can serve as assessment. Let the pupils play with the kazoo and give a score based on the functionality of the kazoos. Use the sample rubric below. <table border="1" style="margin-top: 10px;"> <thead> <tr> <th>Score</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>Most functional</td> </tr> <tr> <td>4</td> <td>Functional</td> </tr> <tr> <td>3</td> <td>Moderately functional</td> </tr> <tr> <td>2</td> <td>Less functional</td> </tr> <tr> <td>1</td> <td>Not functional</td> </tr> </tbody> </table>	Score	Description	5	Most functional	4	Functional	3	Moderately functional	2	Less functional	1	Not functional	B. Identify the sources of sounds. a. hiss hiss hiss b. tik tak tik tak c. kokak kokak  C. Write on the table below what you did to make them produce sound. Do this in your notebook. <table border="1" style="margin-top: 10px;"> <thead> <tr> <th>Object</th> <th>What/ing to make it produce sound</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table>	Object	What/ing to make it produce sound						
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1	Not functional																							
Object	What/ing to make it produce sound																							
<b>Assignment:</b> List 2 other safety tips in using sources of heat.	<b>Assignment:</b> Remind the students to bring the following: <ol style="list-style-type: none"> <li>1. Maracas</li> <li>2. Drum/box</li> <li>3. Guitar</li> <li>4. Whistle</li> </ol>	<b>Assignment:</b> Remind the pupils to bring the following materials: <ol style="list-style-type: none"> <li>1. Cardboard tube from toilet paper or cardboard only</li> <li>2. Waxed paper</li> <li>3. Rubber band</li> <li>4. A sharp pointed object</li> <li>5. Scotch tap</li> </ol>	<b>Assignment:</b> Read: Importance of sounds																					
<b>Remarks:</b> <b>Mastery Level:</b>	<b>Remarks:</b> <b>Mastery Level:</b>	<b>Remarks:</b> <b>Mastery Level:</b>	<b>Remarks:</b> <b>Mastery Level:</b>	<b>Remarks:</b> <b>Mastery Level:</b>																				



DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE: _____	DATE: _____	DATE: _____	DATE: _____	DATE: _____
<b>Objectives:</b> At the end of each lesson, the pupils should be able to: <ol style="list-style-type: none"> <li>describe the uses of sound</li> <li>appreciate the importance of sound.</li> </ol>	<b>Objectives:</b> At the end of each lesson, the pupils should be able to: <ol style="list-style-type: none"> <li>classify objects that operate using battery or when plugged in outlets;</li> <li>identify various sources of electricity;</li> <li>describe the different sources of electricity.</li> </ol>	<b>Objectives:</b> At the end of the lesson, the pupils should be able to describe the uses of electricity.	<b>Objectives:</b> At the end of each lesson, the pupils should be able to: <ol style="list-style-type: none"> <li>identify the proper use of electricity; and</li> <li>appreciate the importance of electricity.</li> </ol>	<b>Objectives:</b> The pupils are expected to get 75% mastery level in the weekly tests.
<b>Subject Matter:</b> Uses of Sounds	<b>Subject Matter:</b> Sources of Electricity	<b>Subject Matter:</b> Uses of Electricity	<b>Subject Matter:</b> Using Electricity Safely	<b>WEEKLY TEST</b>
<b>Reference:</b> LM: <u>137</u> LG: <u>140</u> CG: <u>20</u>	<b>Reference:</b> LM: <u>139</u> LG: <u>141</u> CG: <u>20</u>	<b>Reference:</b> LM: <u>140</u> LG: <u>142</u> CG: <u>20</u>	<b>Reference:</b> LM: <u>143</u> LG: <u>143</u> CG: <u>20</u>	<b>Evaluation:</b> A. Look at the pictures. Describe the use of sound in each picture.
<b>Learning Tasks</b> A. Preliminary Activities <ol style="list-style-type: none"> <li>Drill</li> <li>Review</li> <li>Motivation</li> </ol> B. Developmental Activities <ol style="list-style-type: none"> <li>Presentation</li> <li>Discussion</li> <li>Activity</li> </ol> C. Generalization D. Application	<b>Learning Tasks</b> A. Preliminary Activities <ol style="list-style-type: none"> <li>Drill</li> <li>Review</li> <li>Motivation</li> </ol> B. Developmental Activities <ol style="list-style-type: none"> <li>Presentation</li> <li>Discussion</li> <li>Activity</li> </ol> C. Generalization D. Application	<b>Learning Tasks</b> A. Preliminary Activities <ol style="list-style-type: none"> <li>Drill</li> <li>Review</li> <li>Motivation</li> </ol> B. Developmental Activities <ol style="list-style-type: none"> <li>Presentation</li> <li>Discussion</li> <li>Activity</li> </ol> C. Generalization D. Application	<b>Learning Tasks</b> A. Preliminary Activities <ol style="list-style-type: none"> <li>Drill</li> <li>Review</li> <li>Motivation</li> </ol> B. Developmental Activities <ol style="list-style-type: none"> <li>Presentation</li> <li>Discussion</li> <li>Activity</li> </ol> C. Generalization D. Application	
<b>Evaluation:</b> List down two uses of sound not mentioned in the activity.	<b>Evaluation:</b> List five electrical equipment in your home.	<b>Evaluation:</b> List down 3 electrical equipment/devices and describe the use of the device.	<b>Evaluation:</b> List two ways of what not to do to avoid electrocution.	B. List five electrical equipment in your home 1 2 3 4 5  C. List down 2 electrical equipment/devices and describe the use of the device
<b>Assignment:</b> Make a list of the sources of noise pollution in your place. Write down how you can help lessen noise pollution in your community.	<b>Assignment:</b> Research on the different power plants in the Philippines.	<b>Assignment:</b> Read about safety measures in using electricity.	<b>Assignment:</b> Look for news about accidents involving electricity.	
<b>Remarks:</b>	<b>Remarks:</b>	<b>Remarks:</b>	<b>Remarks:</b>	<b>Remarks:</b>
<b>Mastery Level:</b>	<b>Mastery Level:</b>	<b>Mastery Level:</b>	<b>Mastery Level:</b>	<b>Mastery Level:</b>

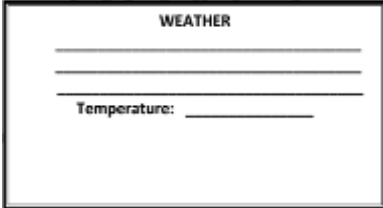
DAY 1	DAY 2	DAY 3	DAY 4	DAY 5						
DATE: _____	DATE: _____	DATE: _____	DATE: _____	DATE: _____						
<b>Objectives:</b> At the end of the lesson, the pupils should be able to: 1.describe one’s environment as being made up of life forms, land, water and air; 2.make observations of the school’s and community’s surroundingsand ; 3.tell something about the surroundings.	<b>Objectives:</b> At the end of the lesson, the pupils should be able to: 1.describe one’s environment as being made up of life forms, land, water and air; 2.make observations of the school’s and community’s surroundingsand ; 3.tell something about the surroundings.	<b>Objectives:</b> At the end of each lesson, the pupils should be able to: 1. identify things that are found in a garden; 2. classify the things in the garden as living and nonliving; and 3. describe the importance of living and nonliving things in the surroundings.	<b>Objectives:</b> At the end of each lesson, the pupils should be able to: 1. identify things that are found in a garden; 2. classify the things in the garden as living and nonliving; and 3. describe the importance of living and nonliving things in the surroundings.	<b>Objectives:</b> The pupils are expected to get 75% mastery level in the weekly tests.						
<b>Subject Matter:</b> Lesson 1.Things in the Surroundings	<b>Subject Matter:</b> Lesson 1.Things in the Surroundings	<b>Subject Matter:</b> Lesson 2. Things in the Garden	<b>Subject Matter:</b> Lesson 2. Things in the Garden	<b>WEEKLY TEST</b>						
<b>Reference:</b> LM: <u> 146</u> TG: <u> 154</u> CG: <u> 21</u>	<b>Reference:</b> LM: <u> 148</u> TG: <u> 154</u> CG: <u> 21</u>	<b>Reference:</b> LM: <u> 148</u> TG: <u> 155</u> CG: <u> 21</u>	<b>Reference:</b> LM: <u> 148</u> TG: <u> 155</u> CG: <u> 21</u>	<b>Evaluation:</b> <b>A</b> 1. Make a list of things you see at home and in school. Opposite it place a check mark if these things are important to the people. 2. Your friend Samantha lives in a farm. Her father and brother take good care of the pond near their house. There are plants in the pond that served as food of some “dalag”.Why does her father and brother need to take care of the pond? B. Write in one or two sentences what things can be seen in a garden.						
<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application							
<b>Evaluation:</b> Activity 1: Different things around you  a. What makes your surroundings a nice place to live in? b. Why should you keep your surroundings clean and orderly? c. How can you keep your community a safe place to live in? d. Where do you live? Can you name things around your house	<b>Evaluation:</b> Activity 2: Take a Tour Around  	<b>Evaluation:</b> Activity 3: A Walk in the Garden Questions 1. What are the living and non-living things in the garden? Living things: _____ Non –living things: _____ 2. How many kinds of plants did you see? What are they? 3. How many kinds of animals did you see? What are they? 4. Complete the table below.  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Living Things</th> <th>Non Living Things</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> </tbody> </table> community.	Living Things	Non Living Things					<b>Evaluation:</b> List down 5 examples of living and non-living things that you can find in a garden. Make a table to show their classification as living and non living things.	
Living Things	Non Living Things									
<b>Assignment:</b> Draw a picture of the surroundings of your house. Color it to show a happier and livelier mood. Share in class next meeting.			<b>Assignment:</b> Collect pictures of the different kinds of bodies of water							
<b>Remarks:</b>	<b>Remarks:</b>	<b>Remarks:</b>	<b>Remarks:</b>	<b>Remarks:</b>						
<b>Mastery Level:</b>	<b>Mastery Level:</b>	<b>Mastery Level:</b>	<b>Mastery Level:</b>	<b>Mastery Level:</b>						


DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE: _____	DATE: _____	DATE: _____	DATE: _____	DATE: _____
<b>Objectives:</b> At the end of each lesson, the pupils should be able to: 1. describe the bodies of water; and 2.2. infer that plants and animals are present around and in the bodies of water	<b>Objectives:</b> At the end of each lesson, the pupils should be able to: 1. describe the bodies of water; and 2. infer that plants and animals are present around and in the bodies of water	<b>Objectives:</b> At the end of each lesson, the pupils should be able to: 1. describe common landforms; and 2. discuss how landforms can be beneficial to people, plants, and animals.	<b>Objectives:</b> At the end of each lesson, the pupils should be able to: 1. describe common landforms; and 2. discuss how landforms can be beneficial to people, plants, and animals.	<b>Objectives:</b> The pupils are expected to get 75% mastery level in the weekly tests.
<b>Subject Matter:</b> Lesson 3. Bodies of Water in your Community	<b>Subject Matter:</b> Lesson 3. Bodies of Water in your Community	<b>Subject Matter:</b> Lesson 4. Land Forms in the Community	<b>Subject Matter:</b> Lesson 4. Land Forms in the Community	<b>WEEKLY TEST</b>
<b>Reference:</b> LM: <u> 151</u> TG: <u> 158</u> CG: <u> 21</u>	<b>Reference:</b> LM: <u> 151</u> TG: <u> 158</u> CG: <u> 21</u>	<b>Reference:</b> LM: <u> 153</u> TG: <u> 160</u> CG: <u> 21</u>	<b>Reference:</b> LM: <u> 153</u> TG: <u> 160</u> CG: <u> 21</u>	<b>Evaluation:</b> I.Match Column A with Column B. Write the letter of the correct answer on your paper A
<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	A 1. a body of water with a current, confined within a bed and stream banks. It moves to a lower level in a channel on land. 2. usually freshwater, flowing towards an ocean, a lake, or sea, or another river. 3. produced by the emergence of geothermally heated ground water from the Earth's crust, 4. localized in a basin, that is surrounded by land apart from a river, stream, or other form of moving water that serves to feed or drain the lake 5. a large body of saline water that is connected to an ocean or may be a large saline lake that lacks a natural outlet. 6. the smallest indentations of land by a lake, sea, or ocean. 7. larger than a cove and can refer to any wide indentation of the land. 8. larger than a bay which is usually a deep cut of the land B a.stream b.river c. hot spring d. lake e. sea f. oceans g. coves h. bay i.gulf II.Post a photocopy of 10 land forms on the board. Ask them to identify and describe each landform . ( see attached pictures)
<b>Evaluation:</b> Activity 4: Bodies of Water in your Community 1. Group yourselves into 5. Have a photocopy of the bodies of water. 2. Using crayons or water color, color the illustrations and cut the paper following the broken lines. 3.Tape each cut out bodies of water onto a sheet of poster board using only a small piece of clear tape along the top of each card ( so the card flips upwards) and answer the questions. Do this on your notebook.	<b>Evaluation:</b> Activity 4: Bodies of Water in your Community 	<b>Evaluation:</b> Activity 5: The Landforms 1. Group yourselves into 5. Have a photocopy of the landforms. 2. Match a landform picture with its description in your notebook. Cut out the landform pictures. Glue each landform next to its description. Make a poster board for this activity.	<b>Evaluation:</b> Activity 5: The Landforms 	
<b>Assignment:</b> Draw a landform found in your place. Write a three sentence description of the landform.	<b>Assignment:</b>	<b>Assignment:</b>	<b>Assignment:</b>	
<b>Remarks:</b>	<b>Remarks:</b>	<b>Remarks:</b>	<b>Remarks:</b>	<b>Remarks:</b>
<b>Mastery Level:</b>	<b>Mastery Level:</b>	<b>Mastery Level:</b>	<b>Mastery Level:</b>	<b>Mastery Level:</b>

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5											
DATE: _____	DATE: _____	DATE: _____	DATE: _____	DATE: _____											
<b>Objectives:</b> At the end of the lesson, the pupils should be able to describe the appearance of the clouds.	<b>Objectives:</b> At the end of the lesson, the pupils should be able to describe the appearance of the clouds.	<b>Objectives:</b> At the end of each lesson, the pupils should be able to: 1. draw and describe the basic types of clouds; 2. show a four-day observation of the clouds in the locality.	<b>Objectives:</b> At the end of each lesson, the pupils should be able to: 1. draw and describe the basic types of clouds; 2. show a four-day observation of the clouds in the locality.	<b>Objectives:</b> The pupils are expected to get 75% mastery level in the weekly tests.											
<b>Subject Matter:</b> Lesson 1. The Weather	<b>Subject Matter:</b> Lesson 1. The Weather	<b>Subject Matter:</b> Lesson 2. The Types of Clouds	<b>Subject Matter:</b> Lesson 2. The Types of Clouds	<b>WEEKLY TEST</b>											
<b>Reference:</b> LM: <u>155</u> TG: <u>164</u> CG: <u>21</u>	<b>Reference:</b> LM: <u>155</u> TG: <u>164</u> CG: <u>21</u>	<b>Reference:</b> LM: <u>156</u> TG: <u>169</u> CG: <u>21</u>	<b>Reference:</b> LM: <u>156</u> TG: <u>169</u> CG: <u>21</u>	<b>Evaluation:</b>											
<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	<b>Draw the different kinds of cloud formation.</b>											
<b>Evaluation:</b> Activity 1: "The Weather Watcher"  Check the pupils' outputs to evaluate whether they performed their activity correctly. Look at the descriptions for each drawing. Present the rubrics. Ask them to evaluate their work	<b>Evaluation:</b> Complete the table below. Do this in your notebook. <table border="1" style="margin-left: auto; margin-right: auto;"><tr><td style="padding: 5px;">Shape of the cloud</td><td style="padding: 5px;">Color of the cloud</td></tr><tr><td style="height: 40px;"></td><td style="height: 40px;"></td></tr></table>	Shape of the cloud	Color of the cloud				<b>Evaluation:</b> Activity 2 A. Observing The Basic Types of Clouds  <p style="text-align: center;">Table 1. Cloud observed each day for four days</p> <table border="1" style="margin-left: auto; margin-right: auto;"><tr><td style="padding: 2px;">MONDAY</td><td style="padding: 2px;">TUESDAY</td><td style="padding: 2px;">WEDNESDAY</td><td style="padding: 2px;">THURSDAY</td></tr><tr><td style="height: 40px;"></td><td style="height: 40px;"></td><td style="height: 40px;"></td><td style="height: 40px;"></td></tr></table>	MONDAY	TUESDAY	WEDNESDAY	THURSDAY				
Shape of the cloud	Color of the cloud														
MONDAY	TUESDAY	WEDNESDAY	THURSDAY												
<b>Assignment:</b> Draw the basic types of clouds. If available, use the internet or any science books to get details about them.	<b>Assignment:</b>	<b>Assignment:</b>	<b>Assignment:</b> List down the different weather instruments.												
<b>Remarks:</b>	<b>Remarks:</b>	<b>Remarks:</b>	<b>Remarks:</b>	<b>Remarks:</b>											
<b>Mastery Level:</b>	<b>Mastery Level:</b>	<b>Mastery Level:</b>	<b>Mastery Level:</b>	<b>Mastery Level:</b>											

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5																																																													
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<b>Objectives:</b> At the end of each lesson, the pupils should be able to: 1. make s simple weather instrument; and 2. describe the uses of the instrument.	<b>Objectives:</b> At the end of each lesson, the pupils should be able to: 1. make s simple weather instrument; and 2. describe the uses of the instrument.	<b>Objectives:</b> At the end of each lesson, the pupils should be able to: 1. tell how cold or hot the air is ; 2. compare the temperature of air in different places; and 3. describe the speed and direction of the wind.	<b>Objectives:</b> At the end of each lesson, the pupils should be able to: 1. tell how cold or hot the air is ; 2. compare the temperature of air in different places; and 3. describe the speed and direction of the wind.	<b>Objectives:</b> The pupils are expected to get 75% mastery level in the weekly tests.																																																													
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<b>Evaluation:</b> Activity 3 a. Group the class. Distribute the materials in each group. Ask the pupils to read the procedure in LM’s No.3 entitled “My Improvised Weather Instrument”. b. Show and explain to the groups the rubrics for scoring their participation in the activity.	<b>Evaluation:</b> Activity 3: My Improvised Weather Instruments Table 2. Movement and direction of the wind <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2">Location A</th> <th colspan="3">Time</th> </tr> <tr> <th>After 5 min.</th> <th>After 10 min.</th> <th>After 15 min.</th> </tr> </thead> <tbody> <tr> <td>Strip of paper does not move</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Strip of paper sways</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Strip of paper makes sound</td> <td></td> <td></td> <td></td> </tr> <tr> <th>Location B</th> <td></td> <td></td> <td></td> </tr> <tr> <td>Strip of paper does not move</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Strip of paper sways</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Strip of paper makes sound</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Location A	Time			After 5 min.	After 10 min.	After 15 min.	Strip of paper does not move				Strip of paper sways				Strip of paper makes sound				Location B				Strip of paper does not move				Strip of paper sways				Strip of paper makes sound				<b>Evaluation:</b> Activity 4A: Measuring Temperature Table 1. Temperature of air inside and outside the room <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2">Time (min.)</th> <th colspan="2">Temperature (°C)</th> </tr> <tr> <th>inside the room</th> <th>outside the room</th> </tr> </thead> <tbody> <tr> <td>0</td> <td></td> <td></td> </tr> <tr> <td>10</td> <td></td> <td></td> </tr> <tr> <td>20</td> <td></td> <td></td> </tr> <tr> <td>30</td> <td></td> <td></td> </tr> <tr> <td>40</td> <td></td> <td></td> </tr> <tr> <td>50</td> <td></td> <td></td> </tr> <tr> <td>60</td> <td></td> <td></td> </tr> </tbody> </table>	Time (min.)	Temperature (°C)		inside the room	outside the room	0			10			20			30			40			50			60			<b>Evaluation:</b> a. Inside the room: What is the highest temperature recorded? Lowest temperature recorded? b. Outside the room: What is the highest temperature recorded? Lowest temperature recorded? c. Are there changes in the temperature readings inside the room? How about outside the room? d. Where were the temperature changes greater, inside or outside the room? e. What do these changes in the temperature mean? f. In which area was the air cooler, inside the room or outside the room?	
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<b>Assignment:</b> Assign pupils to draw in their notebook the weather symbols for rainy, sunny , windy and stormy day. Prepare also a weather chart as in the table below: Monday Tuesday Wednesday Thursday Friday	<b>Assignment:</b>	<b>Assignment:</b>	<b>Assignment:</b>																																																														
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DATE: _____	DATE: _____	DATE: _____	DATE: _____	DATE: _____																																																						
<b>Objectives:</b> At the end of the lesson, the pupils should be able to: describe how the wind moves within the day;	<b>Objectives:</b> At the end of the lesson, the pupils should be able to: tell how hot or cold is a place;	<b>Objectives:</b> At the end of the lesson, the pupils should be able to: identify the elements of weather	<b>Objectives:</b> At the end of the lesson, the pupils should be able to: describe the weather for the day	<b>Objectives:</b> The pupils are expected to get 75% mastery level in the weekly tests.																																																						
<b>Subject Matter:</b> Lesson 5. The Daily Weather	<b>Subject Matter:</b> Lesson 5. The Daily Weather	<b>Subject Matter:</b> Lesson 5. The Daily Weather	<b>Subject Matter:</b> Lesson 5. The Daily Weather	<b>WEEKLY TEST</b>																																																						
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<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application																																																							
<b>Evaluation:</b> Table 1. Observations on the wind's speed and direction for the day <table border="1" style="width: 100%;"> <thead> <tr> <th>TIME</th> <th>Observations</th> </tr> </thead> <tbody> <tr> <td>First 5 minutes</td> <td></td> </tr> <tr> <td>A</td> <td></td> </tr> <tr> <td>B</td> <td></td> </tr> <tr> <td>C</td> <td></td> </tr> <tr> <td>Next 5 minutes</td> <td></td> </tr> <tr> <td>A</td> <td></td> </tr> <tr> <td>B</td> <td></td> </tr> <tr> <td>C</td> <td></td> </tr> </tbody> </table>	TIME	Observations	First 5 minutes			A		B		C		Next 5 minutes		A		B		C		<b>Evaluation:</b> Table 2. Temperature of air inside and outside the room <table border="1" style="width: 100%;"> <thead> <tr> <th rowspan="2">Time (min.)</th> <th colspan="2">Temperature (°C)</th> </tr> <tr> <th>Inside the room</th> <th>outside the room</th> </tr> </thead> <tbody> <tr> <td>0</td> <td></td> <td></td> </tr> <tr> <td>5</td> <td></td> <td></td> </tr> <tr> <td>10</td> <td></td> <td></td> </tr> <tr> <td>15</td> <td></td> <td></td> </tr> <tr> <td>20</td> <td></td> <td></td> </tr> <tr> <td>25</td> <td></td> <td></td> </tr> <tr> <td>30</td> <td></td> <td></td> </tr> </tbody> </table>	Time (min.)	Temperature (°C)		Inside the room	outside the room	0			5			10			15			20			25			30			<b>Evaluation:</b> What are the elements of weather?	<b>Evaluation:</b> <table border="1" style="width: 100%;"> <thead> <tr> <th>What to Observe</th> <th>DAY 1</th> </tr> </thead> <tbody> <tr> <td>                     Weather Condition                      • Sunny /Fair                      • Rainy                      • Windy                      • Stormy                 </td> <td></td> </tr> <tr> <td>                     Clouds                      • Clear                      • Partly cloudy                      • Cloudy                 </td> <td></td> </tr> <tr> <td>                     Type of Cloud                      • Cirrus                      • Cumulus                      • Stratus                 </td> <td></td> </tr> <tr> <td>                     Type of Cloud                      • Cirrus                      • Cumulus                      • Stratus                 </td> <td></td> </tr> </tbody> </table>	What to Observe	DAY 1	Weather Condition • Sunny /Fair • Rainy • Windy • Stormy		Clouds • Clear • Partly cloudy • Cloudy		Type of Cloud • Cirrus • Cumulus • Stratus		Type of Cloud • Cirrus • Cumulus • Stratus	
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<b>Objectives:</b> At the end of each lesson, the pupils should be able to: 1. make a weather bulletin for a week; and 2. report orally the weather for the week.	<b>Objectives:</b> At the end of each lesson, the pupils should be able to: 1. make a weather bulletin for a week; and 2. report orally the weather for the week.	<b>Objectives:</b> At the end of each lesson, the pupils should be able to: 1. describe how weather affects people, plants, and animals. 2. make a collage showing the effects of weather on people, plants, and animals	<b>Objectives:</b> At the end of each lesson, the pupils should be able to: 1. describe how weather affects people, plants, and animals. 2. make a collage showing the effects of weather on people, plants, and animals	<b>Objectives:</b> The pupils are expected to get 75% mastery level in the weekly tests.																			
<b>Subject Matter:</b> Lesson 6. The Weather Reporter	<b>Subject Matter:</b> Lesson 6. The Weather Reporter	<b>Subject Matter:</b> Lesson 7. Weather Collage	<b>Subject Matter:</b> Lesson 7. Weather Collage	<b>WEEKLY TEST</b>																			
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<b>Evaluation:</b> Activity 6: Weather Reporter 1. Use the weather chart in activity 5. 2. Make a simple weather bulletin using the table below.	<b>Evaluation:</b> Ask each group to report the weather forecast. Use the rubrics in evaluating the group output	<b>Evaluation:</b> Table 1. Effects of different weather conditions on people, plants, and animals <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Weather condition</th> <th>Effects of weather on people</th> <th>Effects of weather on Plants</th> <th>Effects of weather on Animals</th> </tr> </thead> <tbody> <tr> <td>Sunny</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Windy</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Rainy</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Stormy</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Weather condition		Effects of weather on people	Effects of weather on Plants	Effects of weather on Animals	Sunny				Windy				Rainy				Stormy			
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<b>Assignment:</b> Assign pupils to collect and bring pictures that show activities when; a. the sun is high b. the wind blows fast and c. the wind blows lightly	<b>Assignment:</b>	<b>Assignment:</b> Ask your parents the what are the safety measures in dealing different weather conditions.	<b>Assignment:</b>	B. What kind of weather brings good effects on a) people? Why? b) animals? Why? c) plants? Why? B. What kind of weather brings bad effects on a a) people? Why? b) animals? Why? c) plants? Why? C. What kind of weather do you like most? Why? D. What kind of weather do you hate most? Why?																			
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<b>Objectives:</b> At the end of each lesson, the pupils should be able to draw the safety and precautionary measures in dealing with the different types of weather condition.	<b>Objectives:</b> At the end of each lesson, the pupils should be able to draw the safety and precautionary measures in dealing with the different types of weather condition.	<b>Objectives:</b> At the end of the lesson, the pupils should be able to describe the objects seen in the sky	<b>Objectives:</b> At the end of the lesson, the pupils should be able to describe the sizes of objects seen in the sky	<b>Objectives:</b> The pupils are expected to get 75% mastery level in the weekly tests.																		
<b>Subject Matter:</b> Lesson 8. Let's Be Careful with What We Do	<b>Subject Matter:</b> Lesson 8. Let's Be Careful with What We Do	<b>Subject Matter:</b> Lesson 1. Objects Seen in the sky	<b>Subject Matter:</b> Lesson 2. Sizes of Objects Seen in the Sky	<b>WEEKLY TEST</b>																		
<b>Reference:</b> LM: <u>169</u> TG: <u>190</u> CG: <u>21</u>	<b>Reference:</b> LM: <u>169</u> TG: <u>190</u> CG: <u>21</u>	<b>Reference:</b> LM: <u>170</u> TG: <u>192</u> CG: <u>21</u>	<b>Reference:</b> LM: <u>172</u> TG: <u>195</u> CG: <u>21</u>	<b>Evaluation:</b>  A. Write the kind of weather in each situation. _____1. The sun cannot be seen and there are plenty of dark clouds, but the rain is not falling. _____2. The sun is shining and the wind is blowing very slightly. _____3. There are plenty of dark clouds and rain is falling. _____4. The sky is dark, the wind is strong and the rain is falling. _____5. The sky is clear and the clouds are so high. B. On a sunny day, Peter looked up the sky. He was wondering why the flying bird looks big while the moving airplane appears very small. What will you tell Peter to help him understand the situation?																		
<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application																			
<b>Evaluation:</b> Draw one activity you need to do for each weather condition. Do this in your notebook. <table border="1" style="width: 100%; margin-top: 10px;"> <thead> <tr> <th></th> <th>Things I like to do (Draw)</th> <th>Things I should not do or be careful of the things I do</th> </tr> </thead> <tbody> <tr> <td>Sunny Day</td> <td></td> <td></td> </tr> <tr> <td>Rainy Day</td> <td></td> <td></td> </tr> </tbody> </table>		Things I like to do (Draw)	Things I should not do or be careful of the things I do	Sunny Day			Rainy Day			<b>Evaluation:</b> Draw one activity you need to do for each weather condition. Do this in your notebook. <table border="1" style="width: 100%; margin-top: 10px;"> <thead> <tr> <th></th> <th>Things I like to do (Draw)</th> <th>Things I should not do or be careful of the things I do</th> </tr> </thead> <tbody> <tr> <td>Windy Day</td> <td></td> <td></td> </tr> <tr> <td>Stormy Day</td> <td></td> <td></td> </tr> </tbody> </table>		Things I like to do (Draw)	Things I should not do or be careful of the things I do	Windy Day			Stormy Day			<b>Evaluation:</b> After the two graphic organizers are completed, ask your pupils the following questions: <input type="checkbox"/> What are the objects seen in the sky at night? <input type="checkbox"/> Are they the same objects? <input type="checkbox"/> Why do these objects seen at night not seen during the	<b>Evaluation:</b> a. In set-up A, which ball looked bigger as you saw it? b. Describe what you saw in set-up B. Which of the 2 balls appeared bigger? Or smaller? c. How did the big ball appear in set-up C? the small ball?	
	Things I like to do (Draw)	Things I should not do or be careful of the things I do																				
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	Things I like to do (Draw)	Things I should not do or be careful of the things I do																				
Windy Day																						
Stormy Day																						
<b>Assignment:</b> Look up in the sky tonight and draw objects you saw.	<b>Assignment:</b>	<b>Assignment:</b> Ask the class to copy the following in their notes; Go out of the house at night time when the sky is clear. Observe. 1. List the objects you see in the sky. Name them. 2. Write your answers in your assignment notebook. 3. On your drawing pads, draw what you will see. Share it to class tomorrow.	<b>Assignment:</b> What are the objects seen in the sky which are bright at night? Why? Make a three sentence paragraph for your answer.																			
<b>Remarks:</b>	<b>Remarks:</b>	<b>Remarks:</b>	<b>Remarks:</b>	<b>Remarks:</b>																		
<b>Mastery Level:</b>	<b>Mastery Level:</b>	<b>Mastery Level:</b>	<b>Mastery Level:</b>	<b>Mastery Level:</b>																		



DAY 1	DAY 2	DAY 3	DAY 4	DAY 5												
DATE: _____	DATE: _____	DATE: _____	DATE: _____	DATE: _____												
<b>Objectives:</b> At the end of the lesson, pupils should be able to describe the brightness and dimness of objects seen in the sky at night time	<b>Objectives:</b> At the end of the lesson, the pupils should be able to make observations of the position of the sun at different times of the day	<b>Objectives:</b> At the end of the lesson, the pupils should be able to describe the effects of the heat of the sun to people.	<b>Objectives:</b> At the end of the lesson, the pupils should be able to describe the effects of the sun's heat on plants.	<b>Objectives:</b> The pupils are expected to get 75% mastery level in the weekly tests.												
<b>Subject Matter:</b> Lesson 3. Brightness and Dimness of Objects Seen in the Sky	<b>Subject Matter:</b> Lesson 4. Positions of the Sun at Different Times of the Day	<b>Subject Matter:</b> Lesson 5. Harmful Effects of Sun's Heat and Light on People	<b>Subject Matter:</b> Lesson 6. Effects of Sun's Heat on Plants	<b>WEEKLY TEST</b>												
<b>Reference:</b> LM: <u>174</u> TG: <u>199</u> CG: <u>22</u>	<b>Reference:</b> LM: <u>175</u> TG: <u>201</u> CG: <u>22</u>	<b>Reference:</b> LM: <u>176</u> TG: <u>203</u> CG: <u>22</u>	<b>Reference:</b> LM: <u>177</u> TG: <u>210</u> CG: <u>22</u>	<b>Evaluation:</b> Helen loves to look up the sky on a clear night. She sees the stars, so many of them, but she was wondering why some stars appear big and bright, others appear so small and bright and more others appear very small and dim. Having done with the lessons on objects seen in the sky during daytime and night time, what will you tell Helen? Why do some stars appear big and bright? Some stars appear small but bright? Other stars appear very small and dim? _____ _____												
<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	<b>Learning Tasks</b> E. Preliminary Activities 4. Drill 5. Review 6. Motivation F. Developmental Activities 4. Presentation 5. Discussion 6. Activity G. Generalization H. Application													
<b>Evaluation:</b> Activity 3: Brightness and Dimness of Objects seen in the Sky Write your answer in your notebook. a. Which candle looked bigger and brighter? b. Which candle looked smaller and dimmer? c. How would you relate the distance between the 3 candles to their brightness or dimness?	<b>Evaluation:</b> Activity 4: Position of the Sun at Different Times of the Day a. In the morning, what is the position of the sun? b. At noontime, where is the sun? c. In the afternoon, where can you find the sun?	<b>Evaluation:</b> Complete the table <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Time of the day</th> <th>What I do</th> <th>What I don't do</th> </tr> </thead> <tbody> <tr> <td>8:00 AM</td> <td></td> <td></td> </tr> <tr> <td>12:00 NN</td> <td></td> <td></td> </tr> <tr> <td>2:00 PM</td> <td></td> <td></td> </tr> </tbody> </table>	Time of the day	What I do	What I don't do	8:00 AM			12:00 NN			2:00 PM			<b>Evaluation:</b> Mrs. Gonzales received a potted plant as a gift on her birthday. She told her daughter to water it every morning. It is a house plant but she thought the plant will be healthier if she puts it under the sun. After 2 days, the plant looked like the picture. Predict what happened to the plant. Why did the plant wilt	1. The class of Mrs. Santos is on a field trip to the Dinosaur's Land in Angeles City, Pampanga, the following day. Samantha is so excited to wear her leather jacket, a birthday present from her uncle in the USA. The weather forecast is a hot, sunny week. What will you advise Samantha to wear? Why? 2. Raul, Tirso and Jake planned to go swimming on Saturday. Raul wanted to be at the swimming pool by 12:00 noon. Jake insisted that they go at 4:00 o'clock in the afternoon. Tirso told his two friends that it's a warm, sunny day on Saturday. Whom do you think has the better idea, Raul or Jake? Why?
Time of the day	What I do	What I don't do														
8:00 AM																
12:00 NN																
2:00 PM																
<b>Assignment:</b>	<b>Assignment:</b>	<b>Assignment:</b>	<b>Assignment:</b> Ask pupils to conduct an informal interview to at least 2-3 farmers in the community using the following questions: <input type="checkbox"/> How does weather affect the growth of plants? <input type="checkbox"/> What do they plant during the dry season? rainy season?													
<b>Remarks:</b>	<b>Remarks:</b>	<b>Remarks:</b>	<b>Remarks:</b>	<b>Remarks:</b>												
<b>Mastery Level:</b>	<b>Mastery Level:</b>	<b>Mastery Level:</b>	<b>Mastery Level:</b>	<b>Mastery Level:</b>												

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE: _____	DATE: _____	DATE: _____	DATE: _____	DATE: _____
<b>Objectives:</b> At the end of the lesson, the pupils should be able to describe the effects of sun's heat on animals	<b>Objectives:</b>	<b>Objectives:</b>	<b>Objectives:</b>	<b>Objectives:</b> The pupils are expected to get 75% mastery level in the weekly tests.
<b>Subject Matter:</b> Lesson 7: Effects of the Heat of the Sun on Animals	<b>Subject Matter:</b>	<b>Subject Matter:</b>	<b>Subject Matter:</b>	<b>WEEKLY TEST</b>
<b>Reference:</b> LM: <u>189</u> TG: <u>212</u> CG: <u>22</u>	<b>Reference:</b> LM: ____ TG: ____ CG: _____	<b>Reference:</b> LM: ____ TG: ____ CG: _____	<b>Reference:</b> LM: ____ TG: ____ CG: _____	<b>Evaluation:</b>
<b>Learning Tasks</b> A. Preliminary Activities 1. Drill 2. Review 3. Motivation B. Developmental Activities 1. Presentation 2. Discussion 3. Activity C. Generalization D. Application	<b>Learning Tasks</b> E. Preliminary Activities 4. Drill 5. Review 6. Motivation F. Developmental Activities 4. Presentation 5. Discussion 6. Activity G. Generalization H. Application	<b>Learning Tasks</b> E. Preliminary Activities 4. Drill 5. Review 6. Motivation F. Developmental Activities 7. Presentation 8. Discussion 9. Activity G. Generalization H. Application	<b>Learning Tasks</b> I. Preliminary Activities 7. Drill 8. Review 9. Motivation J. Developmental Activities 7. Presentation 8. Discussion 9. Activity K. Generalization L. Application	
<b>Evaluation:</b>  Dogs, like people can suffer in the hot weather. Pedro observed that his dog is panting, the mouth is open and the tongue is hanging out. Why? What should Pedro do?	<b>Evaluation:</b>	<b>Evaluation:</b>	<b>Evaluation:</b>	
<b>Assignment:</b> Draw a situation at home showing an animal is affected by sun's heat.	<b>Assignment:</b>	<b>Assignment:</b>	<b>Assignment:</b>	
<b>Remarks:</b>	<b>Remarks:</b>	<b>Remarks:</b>	<b>Remarks:</b>	<b>Remarks:</b>
<b>Mastery Level:</b>	<b>Mastery Level:</b>	<b>Mastery Level:</b>	<b>Mastery Level:</b>	<b>Mastery Level:</b>

SUBJECT: SCIENCE

WEEK NO. 10

GRADING PERIOD: FOURTH GRADING

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
DATE: _____	DATE: _____	DATE: _____	DATE: _____	DATE: _____
Objectives:	Objectives:	Objectives:	Objectives:	Objectives: The pupils are expected to get 75% mastery level in the weekly tests.
Subject Matter:	Subject Matter:	Subject Matter:	Subject Matter:	<b>WEEKLY TEST</b>
Reference: LM: ____ TG: ____ CG: ____	Reference: LM: ____ TG: ____ CG: ____	Reference: LM: ____ TG: ____ CG: ____	Reference: LM: ____ TG: ____ CG: ____	Evaluation:
Learning Tasks E. Preliminary Activities 4. Drill 5. Review 6. Motivation F. Developmental Activities 4. Presentation 5. Discussion 6. Activity G. Generalization H. Application	Learning Tasks I. Preliminary Activities 7. Drill 8. Review 9. Motivation J. Developmental Activities 10. Presentation 11. Discussion 12. Activity K. Generalization L. Application	Learning Tasks I. Preliminary Activities 7. Drill 8. Review 9. Motivation J. Developmental Activities 13. Presentation 14. Discussion 15. Activity K. Generalization L. Application	Learning Tasks M. Preliminary Activities 10. Drill 11. Review 12. Motivation N. Developmental Activities 10. Presentation 11. Discussion 12. Activity O. Generalization P. Application	
Evaluation:	Evaluation:	Evaluation:	Evaluation:	
Assignment:	Assignment:	Assignment:	Assignment:	
Remarks:	Remarks:	Remarks:	Remarks:	Remarks:
Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:	Mastery Level:

