

# Learning Activity Sheet for Science

Quarter 2

Lesson

4

**Worksheet for Science 4**  
**Quarter 2: Lesson 4 (Week 4)**  
**S.Y. 2024-2025**

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**LEARNING ACTIVITY SHEET**

<b>Learning Area:</b>	Science 4	<b>Quarter:</b>	2nd Quarter
<b>Lesson No.:</b>	1	<b>Date:</b>	
<b>Lesson Title/ Topic:</b>	<b>Terrestrial Habitat</b>		
<b>Name:</b>		<b>Grade &amp; Section:</b>	

**Activity No. 1: Habitat Hunt and Animal Match (50 minutes)****I. Objective(s):**

- To help students understand the concept of terrestrial habitats and their characteristics by exploring different plant and animal species found in these habitats.
- To develop an appreciation for the unique characteristics of terrestrial habitats
- To introduce the concept of UNESCO's Sustainable Development Goal - SDG #15: Life on Land.

**II. Materials Needed:**

- Pictures of animals and plants from various terrestrial habitats (forests, grasslands, deserts, and mountains)
- Large posters or drawings of each habitat
- Markers and labels

**III. Instructions:**

In this activity, you will work in small groups to explore different terrestrial habitats and match animals and plants to their respective habitats. Use your knowledge of each habitat's characteristics to make informed decisions.

**Group Members:** \_\_\_\_\_

**Assigned Habitat:** \_\_\_\_\_

**Animals and Plants:** (You will receive a set of pictures. Decide which habitat each species is most likely found in and explain your choices.)

- Animal/Plant: \_\_\_\_\_
  - Habitat: \_\_\_\_\_
  - Explanation: \_\_\_\_\_
- Animal/Plant: \_\_\_\_\_
  - Habitat: \_\_\_\_\_
  - Explanation: \_\_\_\_\_
- Animal/Plant: \_\_\_\_\_
  - Habitat: \_\_\_\_\_
  - Explanation: \_\_\_\_\_
- Animal/Plant: \_\_\_\_\_
  - Habitat: \_\_\_\_\_
  - Explanation: \_\_\_\_\_

**IV. Group Presentation:**

Present your classification and explanation to the class. Place the pictures on the corresponding habitat poster and explain your choices. Use markers and labels to identify and describe each species.

**Class Discussion:**

After all groups have presented, try to answer the questions below:

- When determining the habitat, what clues or observations helped you make your choices?
- Did your group encounter any species that were challenging to classify or assign to a habitat? How did you resolve such challenges?
- Did you encounter any interesting facts or surprises about the species you studied?
- Are there any common themes or patterns in the choices made by different groups when assigning species to habitats?
- Were there any species you had difficulty classifying? Why?
- Did any group present information that made you see a species or habitat in a new way?
- What are the key features that distinguish terrestrial habitats from aquatic and aerial habitats?
- Can you summarize the types of plants and animals typically found in terrestrial habitats, based on what you've learned during this activity?
- How might understanding these habitats and their inhabitants be important in the real world, such as in protection, preservation and conservation efforts in relation to SDG #15 Life on Land?

**Rubric: Terrestrial Habitats - Habitat Hunt and Animal Match**

Criteria	Excellent (4 pts.)	Proficient (3 pts.)	Basic (2 pts.)	Limited (1 pt.)
Knowledge of Habitats	Demonstrates a deep understanding of each habitat's characteristics and consistently matches species correctly.	Shows a good understanding of habitat characteristics and correctly matches most species.	Demonstrates a basic understanding of habitat characteristics, with occasional correct matches.	Lacks understanding of habitat characteristics, resulting in incorrect matches.
Group Discussion and Presentation	Actively engages in group discussion and presents findings clearly, using markers and labels effectively.	Participates in group discussion and presents findings adequately, with minor issues in clarity.	Limited participation in group discussion and presents findings with some difficulties.	Minimal contribution to group discussion and struggles with presentation.
Collaboration	Works effectively as a team member, listens to others, and contributes positively to group decisions.	Collaborates well with the group, listens to others, and makes constructive contributions.	Participates in the group but occasionally disagrees without providing alternatives.	Works independently, does not actively engage in group discussions or decisions.
Critical Thinking	Demonstrates excellent critical thinking skills in analyzing and justifying habitat matches.	Displays good critical thinking skills in analyzing and justifying habitat matches.	Shows basic critical thinking skills but may lack depth in justification.	Limited critical thinking evident, with minimal justification.
Overall Understanding	Exhibits a comprehensive understanding of terrestrial habitats, animals, and plants.	Demonstrates a good understanding of terrestrial habitats, animals, and plants.	Shows a basic understanding of terrestrial habitats, animals, and plants.	Lacks a clear understanding of terrestrial habitats, animals, and plants.

**Overall Score (out of 16):** \_\_\_\_\_

- Excellent (13-16)
- Proficient (9-12)
- Basic (5-8)
- Limited (1-4)

**LEARNING ACTIVITY SHEET**

<b>Learning Area:</b>	Science 4	<b>Quarter:</b>	2nd Quarter
<b>Lesson No.:</b>	2	<b>Date:</b>	
<b>Lesson Title/ Topic:</b>	<b>Aquatic Habitat</b>		
<b>Name:</b>		<b>Grade &amp; Section:</b>	

**Activity No.2: Aquatic Habitat Adventure (30 minutes)**

**I. Objective:**

- To help students understand the concept of aquatic habitats and their characteristics by exploring different plant and animal species found in these habitats.
- To develop an appreciation for the unique characteristics of aquatic habitats
- To introduce the concept of UNESCO's Sustainable Development Goals - SDG #6 (Clean Water and Sanitation) and SDG #14 (Life Below Water).

**II. Materials Needed:**

- Pictures or drawings of aquatic animals and plants from various aquatic habitats (oceans, rivers, lakes, and ponds)
- Large posters or drawings representing each aquatic habitat
- Markers and labels

**III. Instructions:**

In this activity, you will explore different aquatic habitats and the plant and animal species that live in them. Work in your assigned groups and use the provided images to decide which aquatic habitat each species belongs to. Write the name of the species and the habitat on the lines provided.

**Group:** \_\_\_\_\_

**Aquatic Species:** \_\_\_\_\_

**IV. Seahorse**

- Habitat: \_\_\_\_\_

**2. Trout**

- Habitat: \_\_\_\_\_

**3. Coral**

- Habitat: \_\_\_\_\_

**V. Lily Pad**

- Habitat: \_\_\_\_\_

**VI. Dolphin**

- Habitat: \_\_\_\_\_

**VII. Algae**

- Habitat: \_\_\_\_\_

**7. Crocodile**

- Habitat: \_\_\_\_\_

**8. Clownfish**

- Habitat: \_\_\_\_\_

**9. Seaweed**

- Habitat: \_\_\_\_\_

**10. Water Lily –**

- Habitat: \_\_\_\_\_

**IV. Group Presentation:**

Present your classification to the class. Place the pictures on the corresponding habitat poster and explain your choices. Use markers and labels to identify and describe each species.)

**Class Discussion:**

After all groups have presented, try to answer the questions below:

- What do you think an aquatic habitat is? Is it just like any home we live in? How is it different?
- What makes a river or an ocean a good home for fish and plants?
- Do you think a fish from the ocean would like living in a lake? Why or why not?
- What do you notice about shapes or body parts that might help them live in their special water home?
- What was the most interesting thing you found out while sorting the pictures?
- Did you see any picture placements by other groups that made you think differently about the water homes?
- Why do you think it's important for us to know about where water animals and plants live?
- What are some ways we can help take care of the aquatic habitats of these water creatures so we could contribute to SDG #6 -Clean Water and Sanitation and SDG #14 -Life Below Water?

**Rubric for Grading**

<b>Criteria</b>	<b>Excellent (3 pts.)</b>	<b>Good (2 pts.)</b>	<b>Satisfactory (1 pt.)</b>	<b>Needs Improvement (0 pts.)</b>
Correct Habitat Identification	All species are correctly assigned to their habitats.	Most species are correctly assigned to their habitats.	Some species are correctly assigned to their habitats.	Few or none of the species are correctly assigned to their habitats.
Explanation of Choices	Clear and detailed explanations are provided for each species.	Explanations are provided but may lack some detail.	Minimal explanations are given.	No explanations are provided.
Collaboration	The group worked effectively together and actively participated.	The group cooperated, but some members were less engaged.	The group had difficulties cooperating, and not all members participated.	There was no collaboration within the group.
Neatness and Organization	The worksheet is neatly organized, and answers are easy to read.	The worksheet is organized, but there may be some clutter.	The worksheet is somewhat disorganized.	The worksheet is messy and difficult to follow.

**Total Score (out of 12): \_\_\_\_\_**



**LEARNING ACTIVITY SHEET**

<b>Learning Area:</b>	Science 4	<b>Quarter:</b>	2 <sup>nd</sup> Quarter
<b>Lesson No.:</b>	3	<b>Date:</b>	
<b>Lesson Title/ Topic:</b>	<b>Aerial Habitat</b>		
<b>Name:</b>		<b>Grade &amp; Section:</b>	

**Activity No.3: Sky High Scavenger Hunt (30 minutes)****I. Objective:**

- To help students understand the concept of aerial habitats and their characteristics by exploring different plant and animal species found in these habitats.
- To develop an appreciation for the unique characteristics of aerial habitats and sky-dwelling organisms
- To introduce the concept of UNESCO's Sustainable Development Goals - SDG 15: Life on Land and SDG 13: Climate Action

**II. Materials Needed:**

- A list of clues or riddles (prepared by the teacher) describing organisms found in aerial habitats.
- Images or illustrations of aerial habitat organisms.
- Small prizes or stickers (optional).

**III. Instructions:**

1. In this scavenger hunt, you will be given a list of clues or riddles. Each clue will describe an organism that inhabits aerial habitats, such as the sky, trees, or other high places. Your task is to identify and match each organism with the corresponding images or illustrations provided.
2. Work with your partner or group to find the organisms described in the clues. You can search for information in books or materials provided by your teacher, or you can explore the classroom to find images of the organisms.
3. Read each clue carefully and look at the images. Try to identify the organism that matches the description. Write the name of the organism next to the corresponding clue number.
4. Once you have completed the scavenger hunt and identified all the organisms, return to the class as a group.

**Clues:**

1. I am known for my bright colors and can often be seen fluttering among flowers. People love to watch me in their gardens. Who am I? Organism: \_\_\_\_\_
2. I am a majestic bird known for my large wingspan and soaring flights in the sky. People often associate me with freedom. What am I? Organism: \_\_\_\_\_
3. I am a small, buzzing insect that collects nectar from flowers. You might hear my distinctive sound when I fly by. What insect am I? Organism: \_\_\_\_\_
4. I am a type of primate that loves to swing from tree to tree in the forest canopy. I have a prehensile tail that helps me with this. Who am I? Organism: \_\_\_\_\_

5. I am a flying mammal that comes out at night. Some people call me a "flying fox" because of my large wings. What kind of creature am I? Organism: \_\_\_\_\_
6. I am a reptile that glides from tree to tree in tropical forests. My skin has a unique pattern, and I'm known for my bright colors. What kind of reptile am I? Organism: \_\_\_\_\_
7. I am a small, songbird that builds intricate nests high in trees. People enjoy listening to my melodious singing. What kind of bird am I? Organism: \_\_\_\_\_
8. I am a large, predatory bird with sharp talons and keen eyesight. I'm often associated with strength and power. What kind of bird am I? Organism: \_\_\_\_\_

**IV. Discussion:**

1. In your group, discuss the organisms you identified during the scavenger hunt. Share interesting facts or characteristics about each one.

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2. Why do you think it's important to learn about organisms that inhabit aerial habitats? How do these creatures contribute to the balance in the ecosystem?

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3. How do we protect aerial habitats to conserving the ecosystems and preserve biodiversity and contribute to SDG #15: Life on Land and SDG #13: Climate Action?

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**Conclusion:**

1. As a class, let's summarize why understanding aerial habitats and the organisms that live there is important. What did you learn from this scavenger hunt?

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