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DepED
DEPARTMENT OF EDUCATION

Lesson Exemplar for Science

Quarter 2
Lesson
7

Lesson Exemplar for Science 4
Quarter 2: Lesson 7 (Week 7)
S.Y. 2024-2025

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SCIENCE (BIOLOGY) / QUARTER 2 / GRADE 4

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
A. Content Standards	Learners learned that animals can be grouped according to the food that they eat.
B. Performance Standards	By the end of the Quarter, learners identify that plants and animals have systems whose function is to keep them alive. They observe, describe, and create representations to show how living things interact with their habitat, survive, and reproduce in specific environments. They use flowcharts to show the feeding relationship among different organisms within a given environment
C. Learning Competencies and Objectives	The learners use information from secondary sources to group animals according to the food they eat.; *a.* Differentiate the animals on the basis of their eating habits. *b.* Identify the herbivores, carnivores and omnivores animals. *c.* Draw pictures of herbivores, carnivores and omnivores animals. *d.* Create simple charts to categorize the animals based on their diets. *e.* Show concern and love for animals.
C. Content	Animals and the food they eat a. Plant eaters b. Meat eaters c. Plant and meat eaters
D. Integration	Biological Diversity Values Integration

II. LEARNING RESOURCES
● Bradford, A. (2016). Herbivores: Facts About Plant Eaters https://www.livescience.com/53452-herbivores.html ● Dela Cruz, S.B., Lekcharoen, M.L., Guia, G.R., Ortiz, K.A.P., & Salandanan, G.G. (2022). Science You Can Do. Sibs Publishing House, Inc. p. 118.

- Department of Education. (Year). MATATAG Curriculum in Science. DepEd Complex, Meralco Avenue, Pasig City, Philippines.
- I Explore: A Science Textbook 3. Food and Feeding Habits of Animals. Cambridge University Press. Pp. 2-5
- Learning Mode Kids. "Omnivores | Types of Animal | Science for Kids." YouTube, 2021, https://www.youtube.com/watch?v=6p8T8pTboqc.
- Learning Mode Kids. "Carnivores | Types of Animal | Science for Kids." YouTube, 2021, https://www.youtube.com/watch?v=7xTF1MIsPSU
- Mapa A.P., Vengco, L.G. & Potentiano, J.L. (2015). Science for Active Learning 4. Sibs Publishing House, Inc. p. 241.
- Penna, S. (n.d.). What Animals Eat: Carnivores. Elephango. https://www.elephango.com/index.cfm/pg/k12learning/lcid/11386/What_Animals_Eat:_Carnivores
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III. TEACHING AND LEARNING PROCEDURE		**NOTES TO TEACHERS**
A. Activating Prior Knowledge	**Day 1** **1. Short Review** Directions: Identify the body parts used by the given animals in getting or eating their food. 1. Frog 2. Dove 3. Cow 4. Butterfly 5. Cat	• The teacher may use flashcards of animals then the learners will identify the body parts used by the given animals in getting or eating their food.
B. Establishing Lesson Purpose	**1. Lesson Purpose** The whole class will sing the song "Old Mc Donald had a Farm"	• The lesson proper will start by the singing of "Old Mc Donald had a Farm". This will set the mood of the learners and will give them the idea of the lesson. The teacher may use a recorded song or video of this song so the learners will

	2. Unlocking Content Area Vocabulary Rearrange the letters to form the correct word described in the following statements. **EHRBIRESVDO** are animals that eat plants only. **RACNIRESVO** are animals that eat meat only. **NMOIRESVO** are animals that eat both plants and animals. **ERPDARSTO** are animals that hunt and kill other animals. **YSPRE** animals that are hunted and killed by other animals.	know the lyrics and enjoy the song. ● After singing, the teacher can ask the following questions: 1. What are the animals mentioned in the song? 2. How would you group the animals according to the food they eat? ● Then the teacher can proceed to the unlocking of difficulties where the teacher will show jumbled letters, the learners will arrange it to form a correct word.
C. Developing and Deepening Understanding	**SUB-TOPIC 1: *Herbivores*** **1. Explicitation** **A. One Out!** Study each set of pictures. Determine which organism does not belong to the group and state why this organism does not belong. 1. cow, horse, lion, carabao 2. butterfly, bees, dragonfly, frog 3. snake, lion, crocodile, deer	● The teacher will show three sets of animals then the learners will identify which organism does not belong to the group ● The teacher may do this to the whole class or she may divide the class into three, then each group will receive one set of pictures, they will identify and explain which organism does not belong to the group. ● The teacher may group the class into three and provide each of them a task card.

	2. Worked Example 2.1. Analyze the pictures of animals. Then answer the questions below the pictures  **Questions:** ● How would you describe the teeth of the animals? ● What food do these animals eat? ● What would you call this group of animals? ● What other animals can you give that belong to this group **2.2.** Analyze the pictures on the first column, write their names below the picture. In the second column write the food they eat and in the third column, write the manner of how they get their food.	● Task card 1 is for Act. 2.1, task card 2 is for 2.2, then task card 3 is for 2.3. ● The teacher may give the learners 15 minutes to finish the task ● After the activity, the teacher may ask the following process questions: ● How would you describe the diets of these animals? ● Based on their diets, how would you classify them? ● Compare and contrast the herbivores' physical characteristics. How do these features help them survive in different environments? ● How do herbivores contribute to the balance of the ecosystem? ● How can you contribute to the conservation of these animals?

Organisms	Food they eat	Manner of getting food
		
		
		
		

2.3. Study the information about the given organisms. Answer the given questions below the pictures.

The green sea turtle is the largest hard-shelled sea turtle. They are unique among sea turtles in that they are herbivores, eating mostly seagrasses and algae. This diet is what gives their fat a greenish color (not their shells), which is where their name comes from. Green turtles are found throughout the world.

The dugong, like all sea cows, is herbivorous. It primarily grazes on sea grasses and therefore spends most of its time in sea grass beds. Dugongs were found in all areas of the Philippines

Parrotfish are colorful, tropical creatures that spend about 90% of their day eating algae off coral reefs. This almost-constant eating performs the essential task of cleaning the reefs which helps the corals stay healthy and thriving.

Questions:

- How would you describe the diet of these given organisms?
- Based on their diet, what would you call this group of organisms?
- These organisms are included in the list of threatened animal species in the Philippines. How would you show concern for these animals?

3. Lesson Activity

3.1. Herbivore Adaptation Hunt

- Look at the pictures of the different herbivores on the first column.
- Read the list of adaptation descriptions on the side.
- Then complete the table by writing the adaptations that best suits each herbivore in the second column and in the third column, explain how the adaptations help the herbivores to survive in their environment.
- Distribute the worksheets and picture/description materials.
- Guide students through the instructions as written on the worksheet.
- Encourage them to carefully observe the pictures, analyze the adaptation descriptions, and make connections between adaptations and specific herbivores.

3.2. What's on the Herbivore Menu?

- Read each clue carefully.
- Think about which herbivore best fits the description based on its habitat and diet.
- Write the name of the herbivore in the blank space next to each clue.

Herbivore Adaptation Hunt

- Allow pupils to work individually or in pairs, depending on learning styles and classroom dynamics.
- Provide support and clarification as needed.

What's on the Herbivore Menu?

- Allow students to work individually or in pairs.
- Provide support and clarification as needed.

	A. Distribute the worksheets B. Guide the pupils through the instructions as written on the worksheet. C. Encourage them to carefully read the clues and use their knowledge of herbivore habitats and behaviors to make deductions about their diet. **Day 2** **SUB-TOPIC 2: *Carnivores*** **1. Explicitation** **A. Photo gallery of wild animals.** **Directions.** Carefully observe the pictures and make a list of the animals that you can identify. Note any features that stand out. **B. Sorting Time!** Sort the animals into two categories.: those that eat plants only and those that eat other animals. ● Then after the activity, the teacher can process it using these questions: - How did you decide which animals eat plants and which ones eat other animals? - What do you call animals that eat plants only? How about animals that eat other animals? - What do you think are the specific features or characteristics of the carnivores that help them survive in their environments? - What ideas did you come up with for helping to protect wild animals? **2. Worked Example** **Carnivore Scavenger Hunt.** The class will be divided into groups and each group will work together to find all the carnivores on their list.	● The teacher will prepare pictures of wild animals and have it posted on the wall of the classroom. Let the learners walk around and carefully observe the pictures. Make a list of the animals they can identify and encourage them to note any features that stand out. ● Then the teacher will ask them what are the animals that they have identified. After that, the teacher will post on the blackboard two big circles that they will use in classifying the animals. ● The teacher will now ask the learners to sort the animals into two categories: those that eat plants only and those that eat other animals. ● Note: The learners can use their observations and prior knowledge to make this classification. ● The teacher can now present the lesson objectives. ● The teacher will divide the class into groups. She/He will create a list of carnivores

	Group 1- **Ocean Explorers** ● I have rows of sharp teeth and a fin I raise, a fearsome ocean hunter in a watery maze. (Shark) ● I have eight tentacles and a beak so strong, I crush my prey right where I belong. (Octopus) ● I'm the ocean's fastest flyer, catching fish before they can cry. (Dolphin) ● I glide through the waves like a shadow sleek, hunting fish with lightning-fast beak. (Needlefish) Group 2- **Animal Detectives** ● I work with my pack, howling at the moon, chasing prey beneath the midday sun. (Wolf) ● I hiss and tongue-flick, tasting the air, always searching for prey with utmost care. (snake) ● My stripes and spots inspire fear and awe, stalking silently through jungle and straw. (Tiger) ● My roar can shake the earth, sending chills down spines, a warning whispered on invisible winds. Group 3- **Sky Rangers** ● My hooked talons and keen eyes see all, swooping down from a rocky wall. (Hawk) ● I build high nests and soar through the skies, scavenging and cleaning without any lies. (Vulture) ● I fly silently in the moonlit night, a feathered hunter with vision so bright. (Owl) ● I dive for fish with a splash so grand, a feathered hunter from the mangrove strand. (Philippine Sea Eagle) Group 4- **Nature Explorers** ● I transform from water to land, a sticky tongue and a sandy hand. (Frog) ● I bask in the sun with scales that shine, catching bugs with a tongue entwined. (Lizard) ● I lurk in the water, silent and still, with jaws that snap and a powerful will. (Crocodile) ● I slither and coil, long and lean, squeezing my prey until it can't be seen. (Snake)	for each group and hide pictures or small figurines of these carnivores around the classroom or schoolyard. ● Have groups work together to find all the carnivores on their list with the clues. Set a timer if you wish to add a time challenge. Then they will paste the pictures in the cartolina or manila paper. This activity promotes teamwork, observation skills, and reinforces carnivore identification. ● Gr. 1- Carnivorous animals that live in the ocean ● Gr. 2- Carnivorous Mammals ● Gr. 3- Carnivorous Birds ● Gr. 4- Carnivorous Amphibians and Reptiles ● Gr. 5- Carnivorous Insects Then each group will post their work on the board. Encourage them to present their output. After that, the teacher will process the activity by asking the following questions: - How are you going to compare the carnivorous animals you found during the hunt? How are their hunting strategies or physical features similar or different? - What do you think is the role of carnivorous animals in the ecosystem? How might their

	Group 5- **Mini Monsters** ● With powerful jaws and swift attacks, I conquer beetles twice my size, a tiny titan under nature's skies. (Ant) ● I spin a web that's light and fine, trapping flies for a delicious dine. (Spider) ● Silent hunter in the night, I pierce soft skin with needle so light, siphoning blood for a midnight meal. (Mosquito) ● With six legs and pincers bold, I stalk the garden, stories untold, feasting on aphids, juicy and green. (Praying Mantis) **3. Lesson Activity** ***3.1. Roar-rific Lion!*** Let's learn about the amazing adaptations that help lions rule the jungle! Look closely at the Lion illustration below and match the terms on the right to the corresponding parts of the lion's body. Explain how each part helps the lion hunt. ***3.2. Carnivore Conservation Slogan.*** With a partner, create a memorable and impactful slogan that promotes carnivore conservation (e.g., threats they face, importance of protection, ways to help). **Day 3** **SUB-TOPIC 3: Omnivores** **1. Explicitation** **MEET MY PET!** The learners will bring a picture of their pets. They will describe their pet and how do they take good care of it.  **Process questions:** 1. Examine the pictures of the pets brought in by your classmates. Can you identify any features or behaviors that suggest whether the pets plant eaters or meat eaters? 2. What do you call the animals that eat both plants and meat? 3. What do you think is the importance of understanding an animal's dietary needs for proper care?	presence or absence affect the populations of other animals? - Are there threats to the population of these animals? What do you think are the ways to protect them? ● The teacher will now distribute the worksheets to the learners. Give them 15 minutes to finish the worksheet. The lesson will begin with the presentation of learners to their pets. (Prior to this, the teacher had instructed the learners to bring a picture of their pet or drawing of their pet). ● The teacher will divide the class into four and each will rotate through each station. ● Prior to this, the teacher has already prepared the materials ● Station Signs: Create signs for each station, labeling them with the specific aspect of omnivores

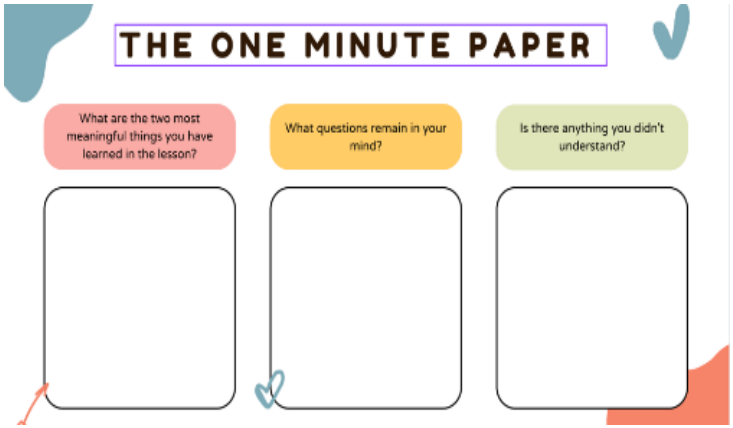
	5. If omnivores eat both plants and animals like us, are we also omnivores? **2. Worked Example** **Omnivore Investigation Station.** In small groups, learners will rotate through the interactive stations. **Station 1:** Models or pictures of omnivorous animals **Station 2:** Samples of different types of food (plant-based and animal-based) **Station 3:** Pictures of different types of teeth **Station 4:** Pictures of omnivorous animals' habitats **Procedure:** 1. Divide the class into small groups, and assign each group to a starting station. 2. Explain that they will spend a set amount of time at each station before rotating to the next one. •**Station 1 (Animal Models):** Observe the pictures of omnivorous animals. Discuss the physical features and behaviors related to their omnivorous nature. •**Station 2 (Food Samples):** Examine and categorize different types of food samples into plant-based and animal-based. They discuss the variety in an omnivore's diet. •**Station 3 (Teeth Examination):** Examine the pictures of different animal teeth. Discuss how teeth adaptations relate to the types of food animals consume. •**Station 4 (Habitat Exploration):** Explore the different environments where omnivores may live. 3. Set a timer for each station, allowing 10 minutes for exploration and discussion. 4. Use a timer or signal to indicate when it's time to rotate to the next station. 5. After visiting all stations, each group will share their observations and insights	that will be explored (e.g., Diet, Teeth, Habitat). ● Station Materials: Prepare materials and props relevant to each station. For example: pictures of omnivorous animals, images or samples of food items that represent what omnivores eat, pictures of omnivores' teeth, pictures of different environments where omnivores live **Station Set-Up:** Arrange Stations: Set up the different investigation stations in various corners of the classroom or in an outdoor area. Ensure there is enough space for groups to move between stations. Station Instructions: At each station, place instructions explaining the purpose of the station and what students are expected to do. Include any materials they should examine or discuss. ● Facilitate a class discussion using these suggested questions: - What did you notice about the diets, teeth, and habitats of omnivores at the different stations? - How are the characteristics of omnivores different from herbivores and carnivores? - Can you think of pets or animals in our community

	3. Lesson Activity **3.1.** ***Omnivore Match-Up*** ● Look at the pictures of the yummy food items below. ● Read the descriptions of the awesome omnivores on the next page. ● Draw lines to connect each food item to the omnivore who would most likely eat it. **Engagement and Higher Order Thinking:** ● **Explain reasoning:** Encourage students to explain why they've made each match. This fosters critical thinking and understanding of omnivore diets and adaptations. ● **Go beyond matching:** Provide additional prompts or questions to deepen the learning:	that might be omnivores? How might understanding their needs help us care for them? - Consider the habitats explored at the Habitat Station. How might changes in the environment impact the availability of food for omnivores, and how does this relate to broader ecological concepts? ● The teacher will now distribute the worksheets to the learners. Give them 15 minutes to finish the worksheet. **Omnivore Match-Up** ● **Choose animals:** Select a variety of interesting omnivores that are familiar to your pupils (e.g., raccoons, squirrels, bears, pigs). You can also include some less common examples to spark curiosity. ● **Food items:** Pick a range of options, ensuring a mix of edible and non-edible items for each omnivore. ● **Matchmaking format:** You can choose different ways to present the matching challenge:

	○ Which food items are most important for each omnivore and why? ○ How do the adaptations of an omnivore help it obtain different types of food? ○ What challenges might an omnivore face if its food sources become scarce? ● **Differentiation:** Offer variations to cater to different learning styles and abilities: ○ Provide vocabulary hints or pictures for less familiar animals or food items. ○ Allow students to work in pairs or small groups to collaborate and discuss their choices. ○ Challenge advanced students to research and present additional information about specific omnivores and their diet **3.2. *Omnivores Debate: Friend or a Foe?*** **A. Group Activity** ● **Team Positive Impact:** Give your argument for the benefits of the omnivore's presence in the ecosystem (e.g., seed dispersal, pest control, nutrient cycling). ● **Team Negative Impact:** Give your argument for the potential challenges caused by the omnivore (e.g., predation, habitat damage, competition with other species). **B. Individual Activity** Using the given theme on your group, create a graphic organizer to build their case: ● **Team Positive Impact:** Draw a sun in the center and write down all the benefits the omnivore brings to the ecosystem as rays coming out from the sun.	○ **Drawing lines:** Provide a worksheet with pictures of animals on one side and food items on the other. Students draw lines to connect the matches. ○ **Cut-and-paste:** Create separate cards for animals and food items. Students cut them out and match them physically. ○ **Interactive game:** Use an online platform or create a game board where students move their pieces by correctly matching omnivores and food. **Omnivore Debate: Friend or Foe** ● **Meet the Omnivore!** Introduce the chosen omnivore like for example the wild boar, showing pictures and sharing interesting facts about its diet, adaptations, and habitat. ● **Divide and Conquer:** Split students into two teams: Team Positive Impact and Team Negative Impact. Explain their roles: ○ **Team Positive Impact:** Researches and argues for the benefits of the omnivore's presence in the ecosystem (e.g., seed dispersal, pest control, nutrient cycling).

	• **Team Negative Impact:** Draw a cloud in the center and write down all the potential challenges caused by the omnivore as raindrops falling from the cloud.
	
	• **Information Gathering:** Provide both teams with information cards or online resources about the chosen omnivore. Encourage them to use the materials to note down:
	  ○ Specific examples of the omnivore's diet and its interactions with other species.
	  ○ Evidence of the omnivore's positive and negative impacts on the environment.
	  ○ Pictures or diagrams to visually represent their arguments.
	• **Building the Case:** On their sections of the worksheet, each team creates a graphic organizer to build their case:
	  ○ **Team Positive Impact:** Draw a sun in the center and write down all the benefits the omnivore brings to the ecosystem as rays coming out from the sun.
	  ○ **Team Negative Impact:** Draw a cloud in the center and write down all the potential challenges caused by the omnivore as raindrops falling from the cloud.
	• **Debate Time!** Set up a classroom debate space where each team presents their arguments, showcasing their evidence and responding to questions from the other team and the class. Encourage respectful and persuasive communication.
	• **Weighing the Evidence:** After the debate, facilitate a class discussion to analyze both sides of the argument. Consider questions like:
	  ○ Was one team more convincing than the other? Why or why?
	  ○ Are there ways to manage the challenges caused by the omnivore while still enjoying its benefits?
	  ○ How can we maintain a balanced ecosystem where different species can coexist?
		○ **Team Negative Impact:** Researches and argues for the potential challenges caused by the omnivore (e.g., predation, habitat damage, competition with other species).

	• **Conclusion:** Have students write a short reflection on their learnings from the debate, considering the complex role of omnivores in the ecosystem and their own responsibility towards environmental conservation.	
D. Making Generalizations	**Day 4** **1. Learners' Takeaways** **A. Recap Main Learning Contents:** • What are the three groups of animals based on food eaten, can you provide an example for each? • Explain the difference between herbivores, carnivores, and omnivores. How are their diets distinct from one another? • How does understanding the diets of different animals contribute to the overall biodiversity of an ecosystem? • What happens when there's an over or under abundance of one particular herbivore, carnivore, or omnivore? • What can we do to protect the balance in our ecosystem? **B. Flash card of animals.** Teachers will show different cards of animals then the learners will identify if its herbivore, carnivore, or omnivore. **C. Animals Chart.** The teacher will encourage the learners to classify the animals according to the food they eat. Each will be given a name of an animal then they will put it on the right chart. **D. Reflection on Learning** **One Minute Paper:** Using the graphic organizer, reflect on your learning by creating a one-minute paper by answering the questions.	• The learners will reflect on their learning by answering the one minute paper. This will allow them to map what are the meaningful things they have learned, the questions they still have, and anything they did not understand.

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION		NOTES TO TEACHERS
A. Evaluating Learning	**1. Formative Assessment** A. Multiple Choice. Read carefully the questions and choose the letter of the correct answer. 1. How do herbivores obtain their food? A. By hunting other animals C. By scavenging for leftovers B. By eating plants D. By consuming both plants and animals 2. Which of the following animals is likely to be a carnivore? A. Cow B. Lion C. Elephant D. Rabbit 3. What is an omnivore? A. An animal that only eats plants B. An animal that only eats other animals C. An animal that eats both plants and animals D. An animal that eats dead organisms	**ANSWER KEY:** 1. B 2. B 3. C 4. B 5. B 6. B 7. D 8. B 9. A 10. C

	4. Which of the following animals is an herbivore? A. Lion B. Rabbit C. Wolf D. Owl 5. True or False: Humans are classified as herbivores. A. True B. False 6. What is the primary food source for herbivores? A. Other animals B. Plants C. Insects D. Both plants and animals 7. Which of the following animals is an omnivore? A. Koala B. Panda C. Polar Bear D. Chimpanzee 8-10. Match the animal to its correct diet: 8. Eagle A. Herbivore 9. Cow B. Carnivore 10. Dog C. Omnivore **B. Venn Diagram** Make a venn diagram then compare and contrast the characteristics of herbivores, carnivores, and omnivores. **C. Short Essay**. Discuss how the loss of biodiversity in an ecosystem might be linked to changes in the diets of its animal inhabitants. Provide examples to support your explanation.			
B. Teacher's Remarks	*Note observations on any of the following areas:*	**Effective Practices**	**Problems Encountered**	
	strategies explored	This section should capture what strategies have been successfully employed during the observed activities. It could include innovative teaching	In this part, you would document any issues or challenges encountered during the lesson. These might include difficulties in grasping certain concepts,	

		techniques, group work, or the use of technology that improved the learning process.	distractions, or obstacles to active engagement.	
	materials used	Note what teaching materials or resources were particularly effective in enhancing the learning experience. This could involve textbooks, multimedia presentations, or hands-on materials	Document any problems with materials or resources that hindered the learning process. For example, outdated textbooks, technical issues with digital resources, or a lack of essential materials	
	learner engagement/ interaction	Observe how well the students were engaged with the lesson. Effective practices might include students participating actively in discussions, asking questions, or demonstrating enthusiasm for the topic	Mention any instances where learner engagement was lacking, such as disinterest, distractions, or difficulty in understanding the subject matter.	
	Others	This section is for any notable positive practices that don't fit within the categories above. It could include classroom management techniques, the use of assessment tools, or successful communication with students	Document any miscellaneous issues or problems that don't fall under the previous categories. These could encompass behavioral problems, communication challenges, or other noteworthy concerns.	

C. Teacher's Reflection	*Reflection guide or prompt can be on:* ▪ *principles behind the teaching* *What principles and beliefs informed my lesson?* *Why did I teach the lesson the way I did?* ▪ *students* *What roles did my students play in my lesson?* *What did my students learn? How did they learn?* ▪ *ways forward* *What could I have done differently?* *What can I explore in the next lesson?*	