



Republic of the Philippines
Department of Education
Negros Island Region
DIVISION OF SILAY CITY
City of Silay



**SPECIAL SCIENCE
ELEMENTARY SCHOOL
(SSES)**

**ACTIVITY SHEETS
IN SCIENCE 4**

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Republic of the Philippines
Department of Education
Negros Island Region
Division of Silay City



LEARNING RESOURCES MANAGEMENT AND DEVELOPMENT SYSTEM
City of Silay

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ACTIVITY 1

Observing Using the Sense Organs

- Objective: Use sense organs to make observations.
- Materials:

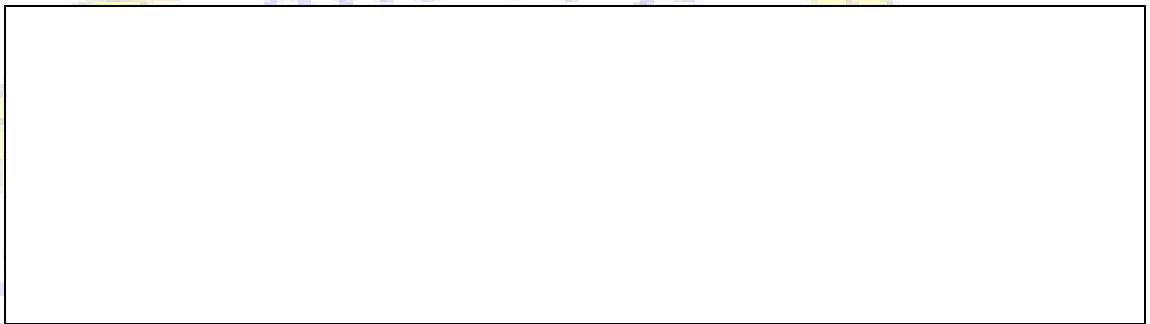
Bath soap
Biscuits

Candies
Calamansi

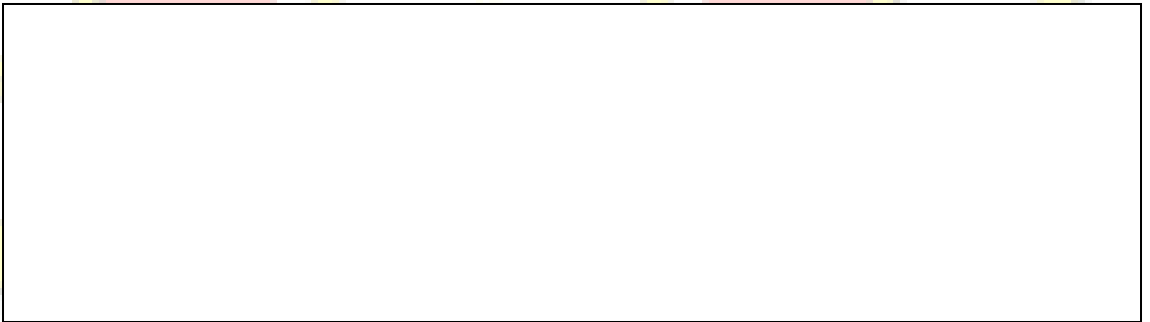
- Procedure:

1. Do the following activities and write your observations in the boxes.
Share your answers with your group.

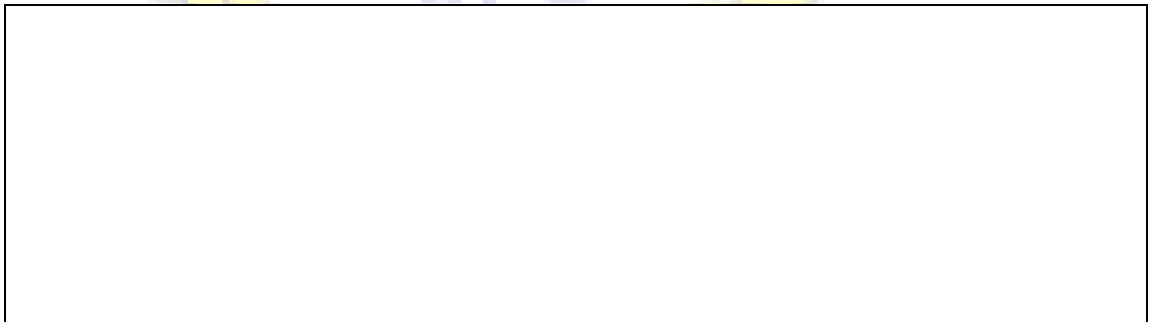
- I. Get a bath soap and describe its scent.



- II. Eat biscuits, candies, and calamansi. Describe their taste.

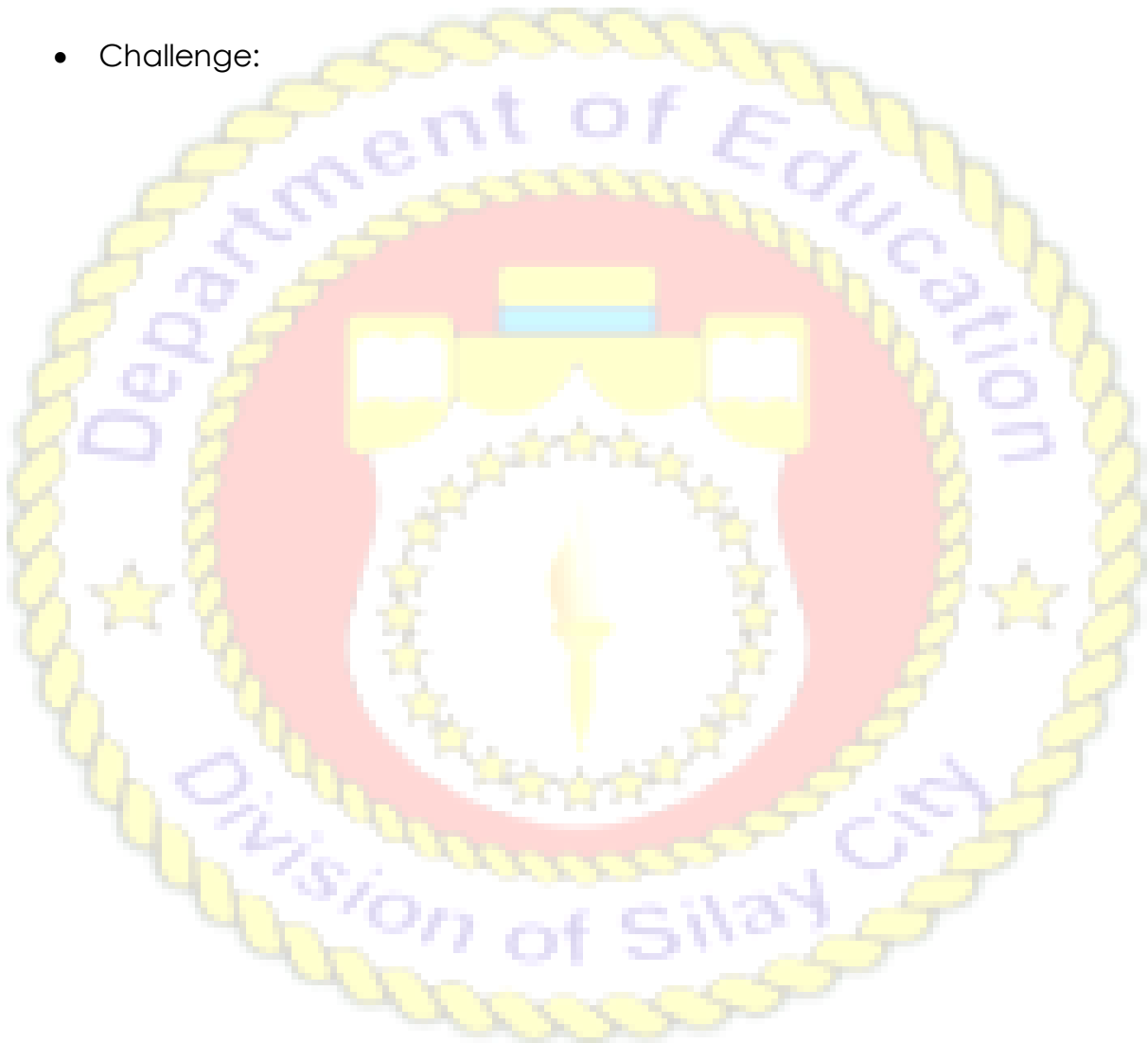


- III. Close your eyes and describe the sounds you hear.



IV. Touch the surface of your table and the board. Describe their texture.

- Challenge:



ACTIVITY 2

Observing

- Objective: Classify qualitative observation and quantitative observation.
- Materials:
Picture of Silay City Public Plaza
- Procedure:

1. Imagine that you are in Silay City Public Plaza. What are the things you find around the place? Study the picture and answer the following.

Silay City Public Plaza



I. State five qualitative observations about the picture.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

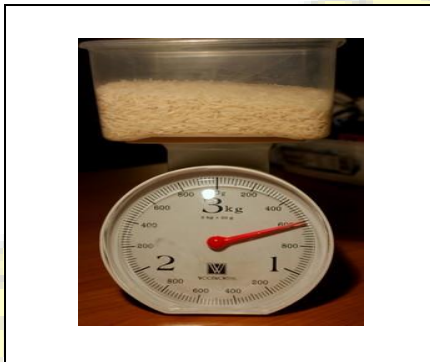
II. State five quantitative observations about the picture.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

ACTIVITY 3

Measuring

- Objective: Use different measuring tools in making accurate observations
- Materials:
 - Pictures of different measuring tools
- Procedure:
 1. Try to make quantitative observations about the pictures.







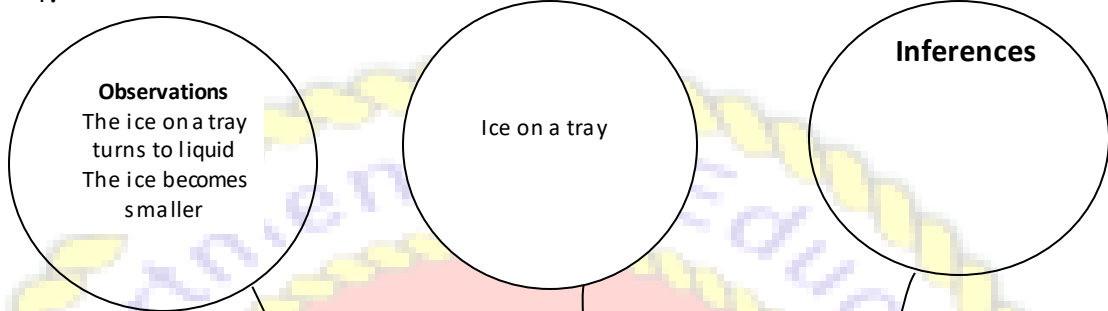


ACTIVITY 5

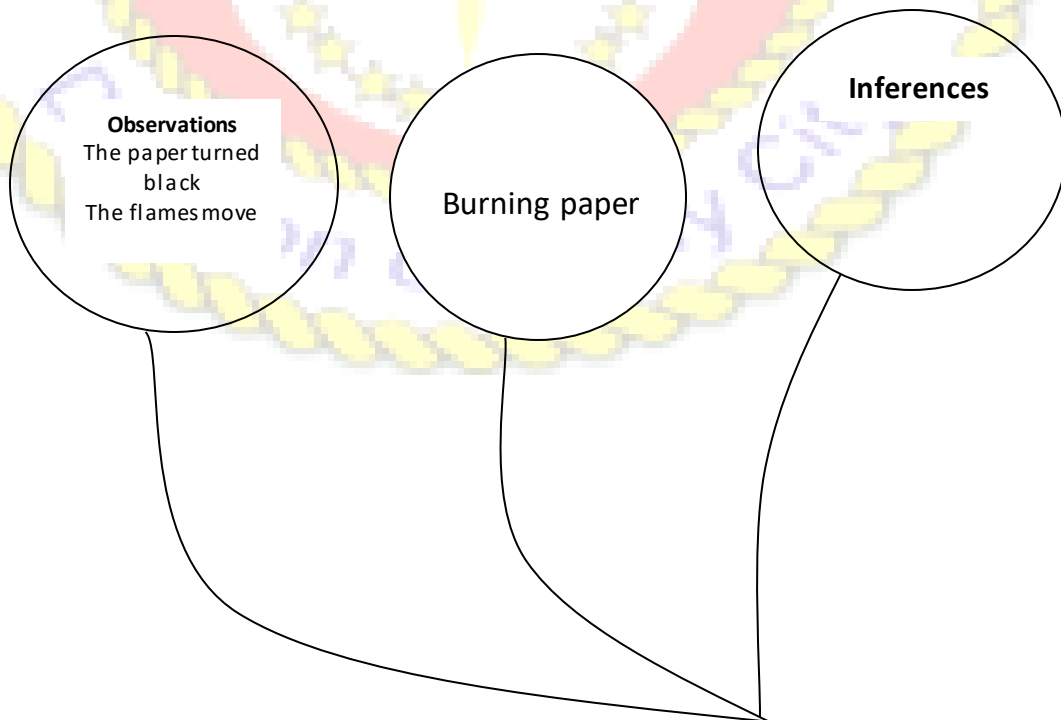
Inferring

- Objective: Make inferences from observations given.
- Procedure:
 1. Make inferences from the observations given.

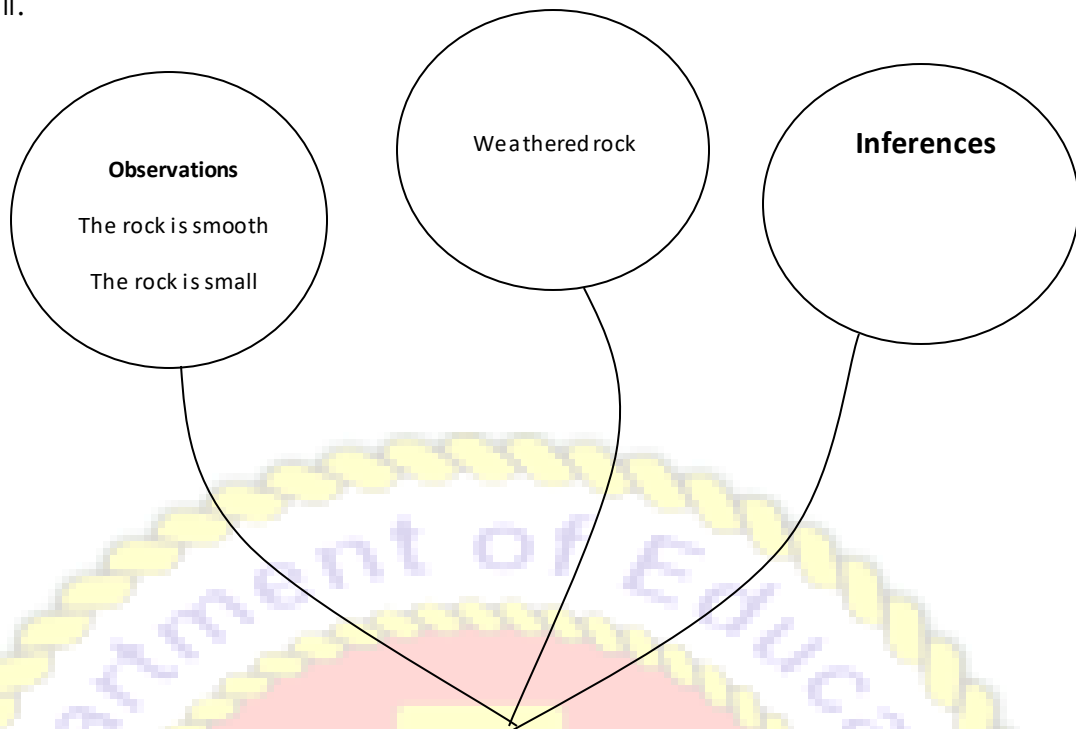
I.



II.



III.



A. Look at the organizer about inferences and observations. Which of the following statements is an inference? Which is an observation? Put a check in the appropriate column.

Observation	Situations	Inferences
	<ol style="list-style-type: none">1. It is hot today.2. No one is at home because it is closed.3. The yellow leaves could be caused by the heat of the sun.4. The baby must be hungry because she is crying.5. The green leaves turned yellow.	

ACTIVITY 6

Predicting

- Objectives:
 - Describe observations and look at patterns of events.
 - Analyze pattern of events based on the graph presented.
 - Predict what will happen to the height of the plant on the 6th week.

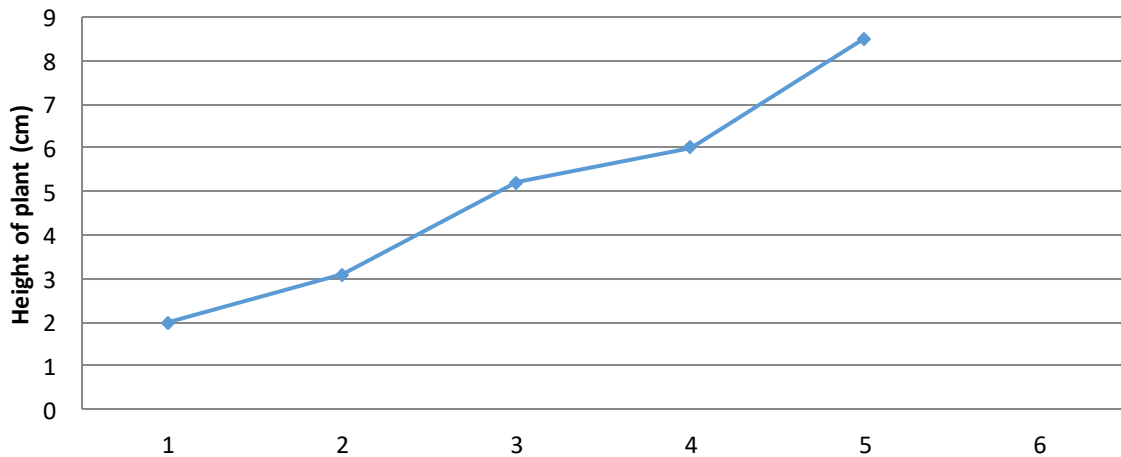
- Material:

Maggi Plant (real or picture)

- Procedure:

1. Look at the graph below and make your own prediction. Answer the questions that follow.

Weekly Height of Maggi Plant



- Challenge:

1. How fast does the Maggi plant increase in height?

2. What will be the possible height of the plant on the sixth week?

3. How many weeks will it take the plant to be 12 centimeters tall?

4. How were you able to predict this?



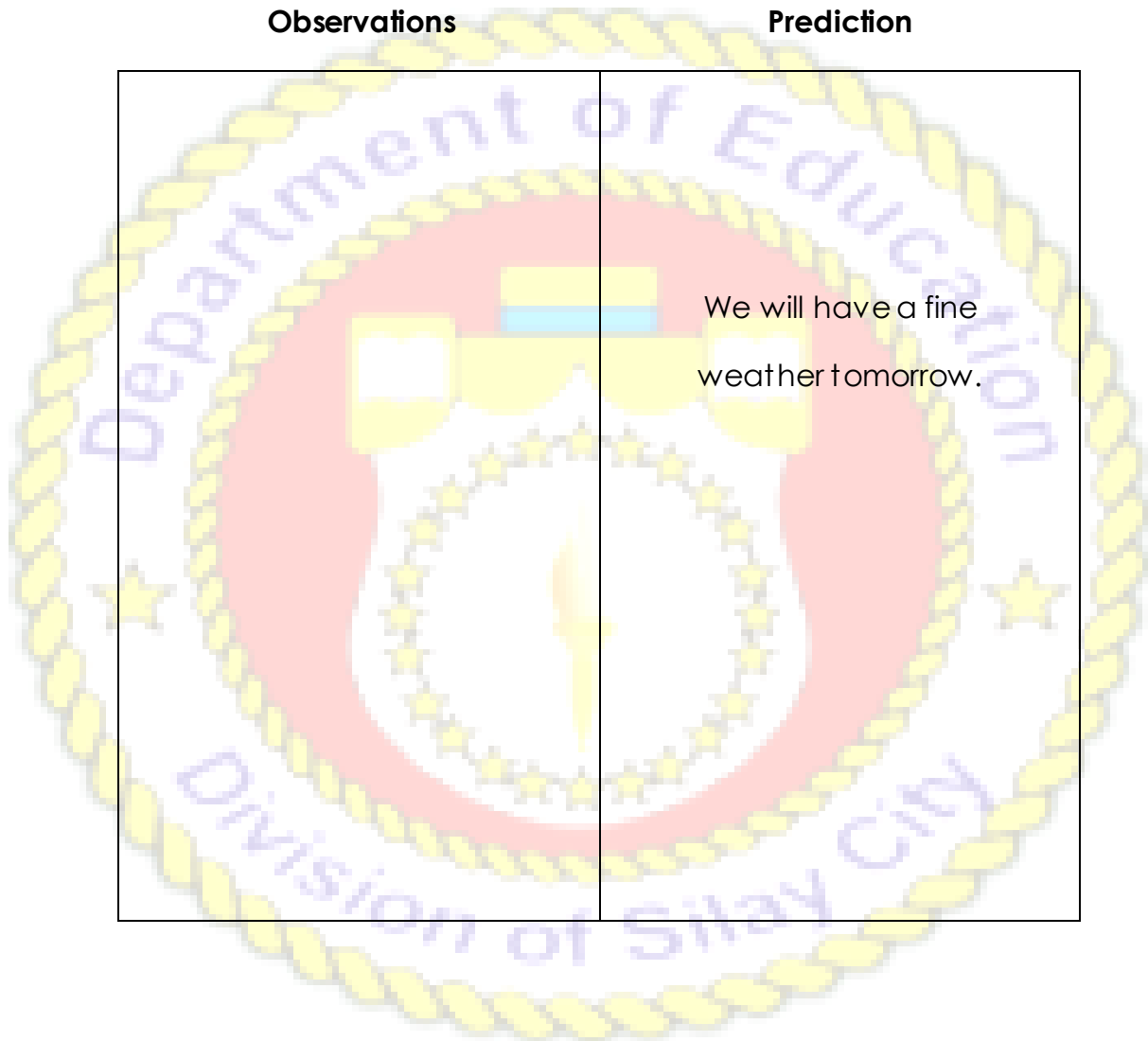
ACTIVITY 7

Predicting

- Objective: Write possible observations based on the given prediction.
- Procedure:
 1. A meteorologist forecasts a fine weather tomorrow. Write the possible observations of the meteorologist that will lead to such prediction.

Observations

Prediction



ACTIVITY 7

Properties of Matter

- Objective: Describe physical properties of matter.
- Materials:

Pencils	Pens
Marbles	Buttons
Coins	Paperclips
Crayons	Colored chalks
Colored pencils	

- Procedure:
 1. Place all the materials on the table.
 2. Arrange these materials based on their physical properties such as: color, shape, size, weight and use.
 3. Complete the chart below and identify what is common and not common among the materials.
 4. Record your answer.

Materials	Physical Properties
1. pencils and pens	
2. marbles and buttons	
3. coins and paperclips	
4. crayons and colored chalk	
5. colored pencils and crayons	

- Challenge:
 1. What physical characteristics are common and not common among the different materials?

2. How are different materials classified?

ACTIVITY 8

Properties of Matter

- Objective: Identify objects that float and sink.

- Materials:

Basin with water	Plastic bottle
Cotton	Crystal bottle
Tissue paper	Stones
Coin	Towel
Rubber ball	Pad paper
Clips	

- Procedure:

1. Observe and familiarize yourself with all the materials.
2. Put the materials one at a time in a basin with water and observe which ones float and which ones sink.
3. Record your findings.

Name of materials	Float	Sink

- Challenge:

1. What materials float? What materials sink?

2. Does it matter how deep and how much water is in the basin?

3. What makes objects float?

4. What makes objects sink?

- Challenge:

1. Which materials were able to absorb water? Why?

2. Which materials did not absorb water? Why?

3. Why do some materials easily absorb water and why do other materials do not easily absorb water?



ACTIVITY 10

Biodegradable and Non-Biodegradable Matter

- Objective: Identify whether the material is biodegradable or non-biodegradable.
- Procedure:

1. Draw a star (★) on the appropriate column.

Matter	Biodegradable	Non-biodegradable
1. vegetables		
2. crystal glass		
3. plastic chair		
4. fruit peelings		
5. rice		
6. mirror		
7. pieces of paper		
8. bottle of soft drink		
9. human feces		
10. electric fan		

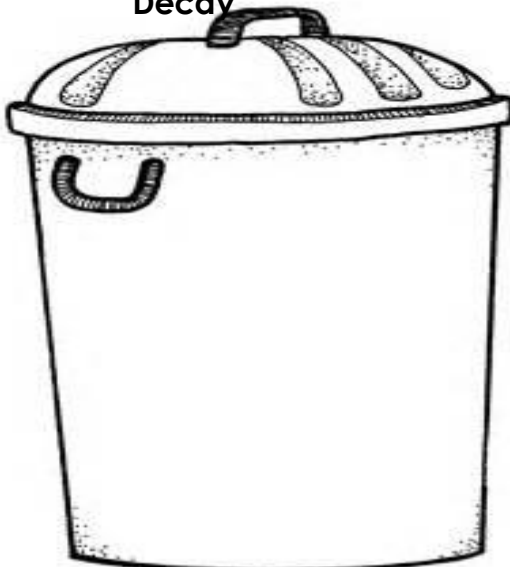
- Challenge:

Answer the questions that follow.

1. What are biodegradable and non-biodegradable materials?

2. Give five examples of biodegradable materials and non-biodegradable materials. Draw them in the correct garbage cans

Decay



Do not Decay



ACTIVITY 11

Biodegradable and Non-Biodegradable Matter

- Objective: Identify whether the materials are decaying or non-decaying.
- Procedure:
 1. Look around your school.
 2. List down the different materials you see inside your school.
 3. Classify whether they are decaying or non-decaying.

Materials found inside the school	
Decaying	Non-decaying

- Challenge:
 1. What are the different decaying materials found in your school?
What about the non-decaying materials?

2. What do you think should be done with all the decaying and non-decaying materials?

3. What makes you decide that the materials you found are decaying?

