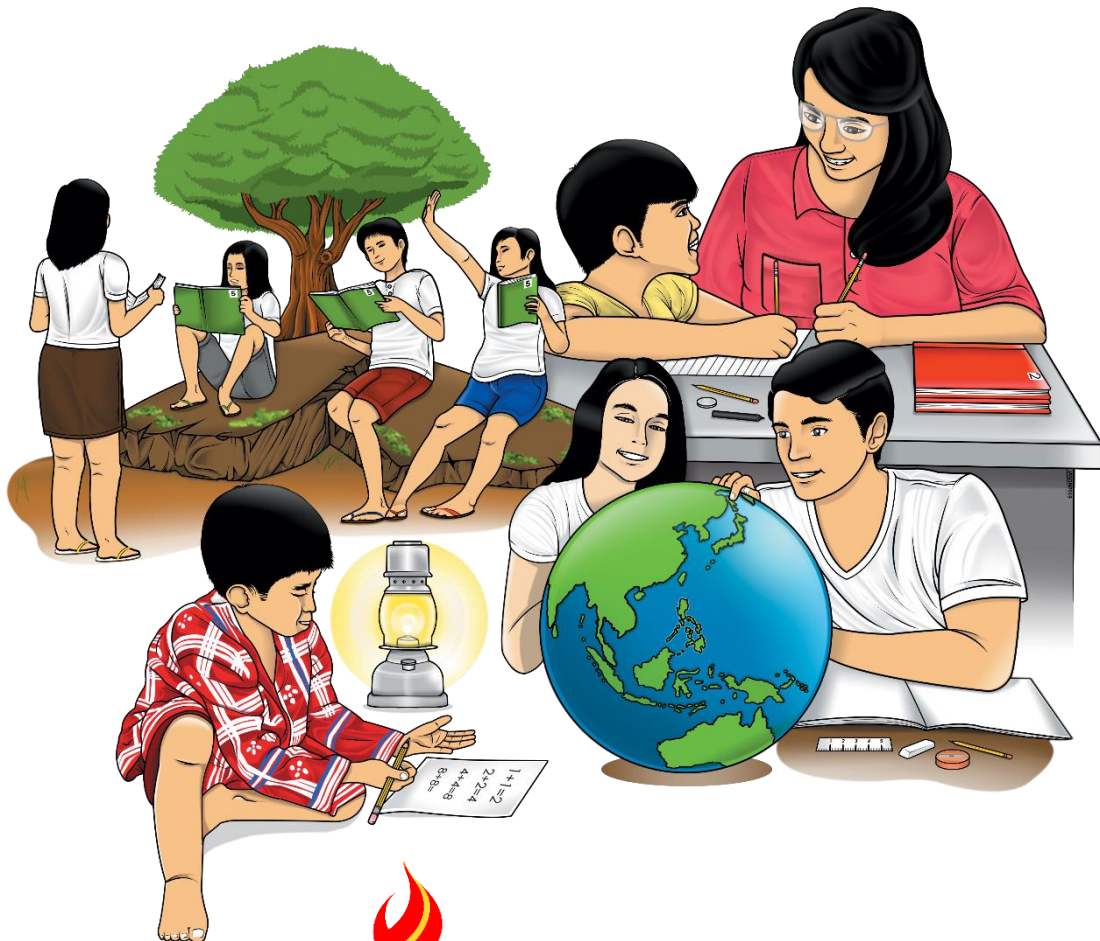


Science

Quarter 1 – Module 1:

“Does it Matter?”



Science – Grade 4
Alternative Delivery Mode
Quarter 1 – Module 1: “Does it Matter?”
First Edition, 2020

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Published by the Department of Education
Secretary: Leonor Magtolis Briones
Undersecretary: Diosdado M. San Antonio

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Printed in the Philippines by _____

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Science
Quarter 1 – Module 1:
“Does it Matter?”

Introductory Message

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. And read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.



What I Need to Know

Everything around us is made up of matter. Matter can exist in different forms: solids, liquids, or gases. This module was designed and written to help you learn other properties or characteristics of matter as to whether the materials will absorb water, float or sink and undergo decay. In this module, you will do succeeding activities like investigations to help you describe the distinguishing properties or characteristics of matter.

The module will focus on:

- Lesson 1 – Materials that absorb water;
- Lesson 2 – Materials that float and sink; and
- Lesson 3 – Materials that undergo decay. (S4MT-Ia-1)

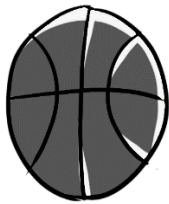
After going through this module, you are expected to:

1. classify materials based on their ability to absorb water;
2. describe materials based on their ability to absorb water;
3. classify materials based on their ability to float and sink;
4. describe the kinds of materials that float and sink;
5. identify the materials that undergo decay; and
6. describe the materials that undergo decay.



What I Know

A. Directions. Below are the pictures which may be classified under each column. Examine each picture. Copy the table on your notebook as shown in this module. List down the materials based on the properties they possess.



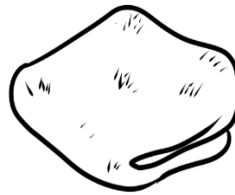
rubber ball



cotton



plastic bottles



face towel

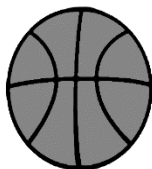


t-shirt

Illustrated by: Kristal Grace C. Ilao

A. Materials that absorb water	B. Materials that do not absorb water

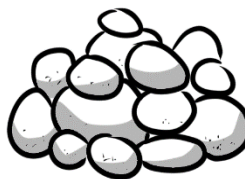
B. Directions. Examine each picture. Copy the table in your notebook as shown in this module. Classify the materials based on the properties they possess.



rubber ball



Styrofoam



stones



metal spoon



toy boat

Illustrated by: Kristal Grace C. Ilao

Materials that float	Materials that sink

C. Directions: Put a check mark(✓) on the space provided before the number if the materials undergo fast decay.

- _____ 1. plastic bottles
- _____ 2. camote leaves
- _____ 3. banana peelings
- _____ 4. plastic bag
- _____ 5. broken glass

If your score is

11-15 Very Good! You may still read the module, but you are already knowledgeable with the topics that we will discuss.

6-10 Good! Go over the items that you find difficult, and then, you may proceed to the lessons in this module that you don't understand.

0-5 Don't worry about your score. This module is designed for you to understand further about matter. So, what are you waiting for? Start your journey!

Keep on trying, I know you can do it! Happy reading!

d.

3	15	20	20	15	14

e.

16	12	1	19	20	9	3

f.

23	1	20	5	18

Good job! You got it right!

You will learn in this lesson the meaning of the decoded words.



What's New

Directions: Copy and record all your observations in your Science notebook.

Activity 1: "I'm Thirsty"

What you need:

rubber ball	water	glass
rug	t-shirt	face towel
basin/pail	plastic bottle	cotton

What to do:

1. Get all the needed materials for the activity.
2. Put water in a basin.
3. Put the materials one by one in a basin of water/pail of water for 1 minute and observe what will happen.

4. Observe each material once taken out of the bowl. What can you say about them? Did they take some of the water in? Why or why not?

Table 1- Activity 1: “I’m Thirsty”

Materials	Observations on the material before placing it on water	Put a (✓) if the material absorbs water and (X) if it does not	What happened when you took the material out of the bowl? Did it release water immediately or did it absorb water?
rubber ball			
cotton balls			
t-shirt			
face towel			
Rug			
plastic bottle			
glass			

Questions:

1. Based on the activity, what are the characteristics of the material before placing it in water?
2. What came out when you took out each material from the bowl?
3. Did all of the materials absorb water? Which of them did not absorb water?
4. Which of the materials absorbed water? How did it absorb water?

WOW! That’s the way!

That's better! You performed the activities well. For better understanding of the activities, read and understand the information below.

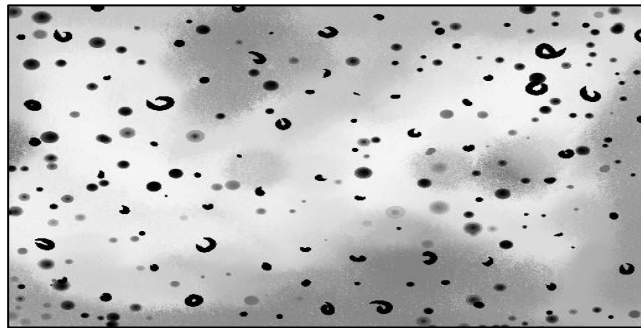


What is It

Points to Remember:

MATERIALS THAT ABSORB AND DO NOT ABSORB WATER

Absorb means to take in (something, such as liquid) in a natural or gradual way. **Paper, cardboard, sponges, pumice stones, untreated wood, and cork** are a few examples of porous materials.



Illustrated by: Kristal Grace C. Ilao

Porous materials have small holes that allow air or liquid to pass through. See sample of a pore stone background. These materials may also be called **absorbent materials**.

On the other hand, **non-porous** materials do not allow air or liquid to pass through. They may also be called **nonabsorbent materials**. An example of which are hard-surfaced substances like stainless steel, hard covering, and rigid synthetic elements or substances.

- There are different materials in our environment that can be classified based on their ability to absorb water more than the others.
- Cotton is very porous, which makes it a natural absorber of water.
- Plastic as a non-porous material does not allow water to pass through.
- Porous materials are materials having small holes that allow air or liquid to pass through.



What's More

Activity 1: “Porous or Non-Porous?”

Directions: Tell whether the materials are porous or non-porous by checking the corresponding column.

Materials	Porous	Non-Porous
rubber balls		
cotton balls		
sponge		
face towel		
t-shirt		
rug		
tissue paper		
manila paper		
Styrofoam		
curtain		

That's better! Keep it up!



What I Have Learned

I learned that:

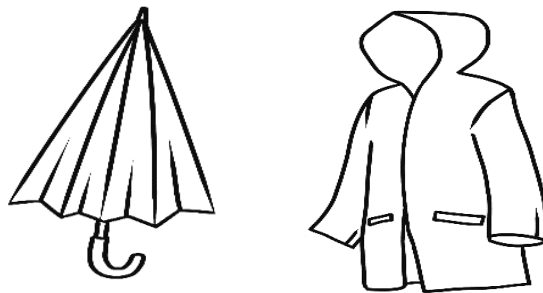
- There are different materials in our environment and they can be classified according to their _____.
- Materials can be classified based on their ability to _____ water and _____ water.
- Cotton is an example of a _____ material.
- Plastics are _____ materials. It does not allow water to pass through.



What I Can Do

Directions: In one or two sentences answer the following questions:

- a. Color the things that you use during rainy season.



Illustrated by: Kristal Grace C. Ilao

- b. Why is it that you use these things during rainy days?

Wonderful! Now you've figured it out!



Assessment

A. Directions: Write **true** if the statement is correct. If the statement is false change the underlined word/s with porous, non-porous, absorb or does not absorb. Do this in your Science notebook.

- ___ 1. Plastics are porous materials.
- ___ 2. Non-porous materials are materials having small holes that allow air or water to pass through.
- ___ 3. Cotton is a porous material.
- ___ 4. Materials made out of cloth do not absorb water.
- ___ 5. Wood is a material that absorbs water.

B. Directions: Write **A** for **absorbent** if the materials absorb water and **NA** for **non-absorbent**, if the materials do not absorb water.

- _____ 1. rubber ball
- _____ 2. plastic bag
- _____ 3. blanket
- _____ 4. paper
- _____ 5. plastic bottle

- _____ 6. cloth
- _____ 7. manila paper
- _____ 8. handkerchief
- _____ 9. rug
- _____ 10. Sponge



Additional Activities

Directions: Copy the table in your Science notebook. List down 5 materials found in your home that:

absorb water	do not absorb water

Congratulations! *I am happy that you have accomplished the tasks given to you. This time we will explore on materials that float and sink in water. Are you ready?*

Lesson

2

“Materials that Float and Sink”

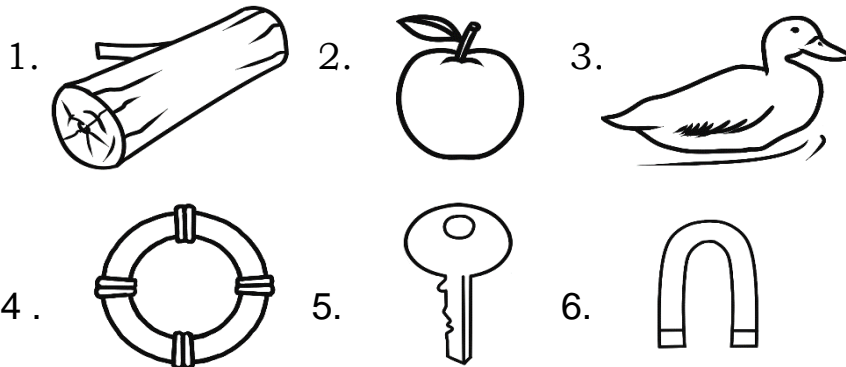
The weight of an object affects its ability to float and sink in water. Any material when placed in water is affected by the upward force of the liquid acting on the object. In this lesson, you will discover other materials that float or sink in water.



What's In

Directions: Look at the pictures. Which of these will float or sink in water?

Write your answer in your notebook.



Very good! You figured it out correctly!



What's New

Note to the Parent / Learning Facilitator: Guide your children in doing this activity. Remind them to be careful in handling the materials while performing the activity.

Directions: Copy and record all your observations of the activity as indicated in this module in your Science notebook.

Activity 1: “Floating...Sinking...”

What you need:

rubber ball metal spoon 1 L empty bottle
Styrofoam pencil stones pail or basin

What to Do?

1. Gather all the needed materials for the activity.
2. Measure 1 L of water and put water into the pail or basin.
3. Put the materials one by one into the pail/ basin of water.
4. Observe what happens.
5. Check (✓) if the materials float in water or (X) if it sink.

Table 1: “Floating...Sinking...”

Name of Objects	Characteristics	
	Float	Sink
rubber ball		
Styrofoam		
stones		
metal spoon		
pencil		

Guide Questions:

1. Which of the materials floated in water?
2. Which of the materials sank in water?
3. Does the weight of an object affect its ability to float?
4. What makes some of the materials float in water?

Great! You did well on this activity. Keep up the good work!

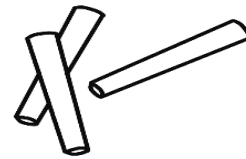
Activity 2: “Name it”

Directions: Study the pictures below. Be able to identify each name and write it on the given table. Check the proper column which classify materials based on their ability to float and sink.

1.



2.



3.



4.



5.



6.



Illustrated by: Kristal Grace C. Ilao

Materials	Floats in Water	Sinks in Water
1.		
2.		
3.		
4.		
5.		
6.		



What is It

Points to Remember:

For better understanding of the activities, read and understand the information below.

MATERIALS THAT FLOAT AND SINK

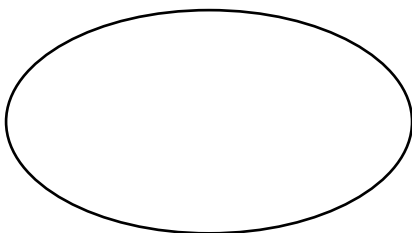
- **Sink** means to fall to the bottom of water, **float** means to stay on top.
- Some things float on top of water, some things stay submerged partway down, and some things sink.
- Some things sink fast and some things sink slowly.
- An object's weight can affect its ability to float, but some materials float no matter what their weight or size such as Styrofoam and balsa wood. If the material is less dense (lighter) than the liquid, it will float.



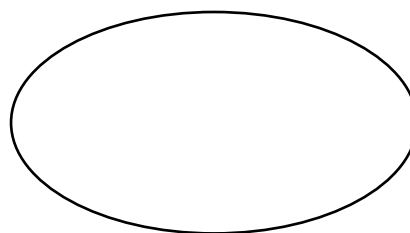
What's More

Directions: Activity 1. "Float or Sink"

Directions: Look around your home, find at least two materials that floats and another two that sinks. Draw it in your Science notebook.



Materials that FLOATS



Materials that SINKS

Activity 2. “Vocabulary”

Directions: Write **F** if the sentence describes the property of floating in water and **S** if it describes sinking. Do it in your Science notebook.

- _____ 1. stays on top of water
- _____ 2. settles at the bottom of water
- _____ 3. stays below the surface of water
- _____ 4. Styrofoam when placed on water stays on top of it
- _____ 5. “salbabida” always stays on top of water

That’s better! Keep it up!



What I Have Learned

Directions: Based from the previous activities you have conducted, this time complete the statements below. Do this on your Science notebook.

I learned that:

- Sink means to fall at the _____ of water while _____ means to stay on top.
- Materials like Styrofoam, wood, and cork can _____ in water while materials like coin, ring, key, chalk, metal spoon large stone can _____ in water.
- An object’s weight can affect its ability to float, but some materials float no matter what their _____ or _____ such as Styrofoam and balsa wood.
- There are different materials in our environment that can be classified according to their properties. They can be classified based on their ability to _____ and _____.

Wow! Good job.



What I Can Do

Directions: In one or two sentences answer the following questions briefly:

- a. Why do some people use floaters while swimming?
- b. Why do boats or ships float on water?
- c. Why do some materials float in water and others sink?

Wonderful! Now you've figured it out!



Assessment

A. Directions: Write **FACT** if the statement is correct and **BLUFF** if it is false. Write your answer on your notebook.

1. metal spoon **floats** in water
2. pencil **floats** in water
3. stapler **sinks** in water
4. coins **sink** in water
5. chalk **floats** in water
6. plastic toy boat **floats** in water
7. thumbtacks **float** in water
8. “pingpong” ball **sinks** in water
9. plastic saucer **floats** in water
10. nail **sinks** in water

B. Directions: Read each question carefully. Write the letter of the correct letter on your notebook.

1. An object should float in a liquid if it is

- a. heavy
 - b. lighter than metal
 - c. shaped like a ball
 - d. less dense than the liquid
2. A tiny piece of sand is very light but sinks in water. This is because
- a. sand is heavy
 - b. sand is a solid
 - c. sand is denser than water
 - d. there is more water than sand
3. A candle floats in water but sinks in alcohol. This is because
- a. water is lighter than alcohol
 - b. water is heavier than alcohol
 - c. the candle is lighter in alcohol
 - d. water and alcohol are both liquids
4. A carrot floats in salt water but sinks in fresh water. This is because
- a. the carrot is lighter than saltwater
 - b. fresh water is heavier than saltwater
 - c. saltwater is heavier than fresh water
 - d. a large piece of carrot has a different density
5. Which of the following materials will float in water?
- a. coin
 - b. stone
 - c. balloon
 - d. iron nail

CONGRATULATIONS! You did it well today!



Additional Activities

Note to the Parent / Learning Facilitator: Guide your children in doing this task. Remind them to be careful in handling the materials while performing the activity.

Directions: Put each material in water. Using the given table, check the proper column on whether the material floats or sinks in water. Write your answers in your Science notebook.

Materials
scissors, ruler, paper clip, rock, pencil, key, metal spoon, plastic bottle, screw, coin

Material	Will it sink?	Will it float?

Lesson 3

“Materials that Decay”

There are things that will die and decay and others will not. Those things that do not decay can be recycled and those that do, enrich the earth. This module is designed to help you learn other properties of matter specifically those materials that undergo fast decay. Hope you enjoy learning as you discover the different properties of matter that surrounds you.



What's In

Directions: There are different materials found in the community, and each material possesses different properties. Using the letters of the alphabet, decode the numbers to get the different word related to this day's lesson. Write your answer in your Science notebook.

A	B	C	D	E	F	G	H	I	J	K	L	M
1	2	3	4	5	6	7	8	9	10	11	12	13
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
14	15	16	17	18	19	20	21	22	23	24	25	26

1.

12	5	6	20	15	22	5	18		6	15	15	4

2.

4	5	1	4		1	14	9	13	1	12	19

3.

4	18	9	5	4		12	5	1	22	5	19

4.

16	5	5	12	9	14	7	19

5.

4	5	3	1	25

Good job! You got it right!

You will learn in this lesson the meanings of the decoded words.



What's New

Activity 1: "What will I turn into?"

What you need:

Pictures: plastic bottles, camote leaves, leftover foods, plastics, broken glass



plastic
bottles



camote
leaves



leftover
food



plastic
bag



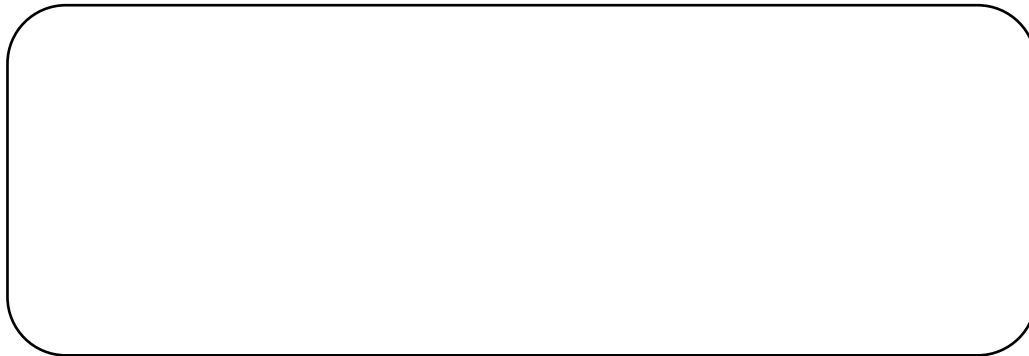
broken
glass

Illustrated by: Kristal Grace C. Ilao

What to Do?

- Observe the given pictures.
- On your notebook, draw each that undergoes fast decay.

Table 1. Activity 1: “What will I turn into?”



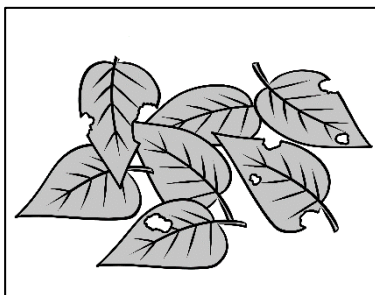
Guide Questions:

1. What are the materials that undergo fast decay?
2. Which do you think are the materials that will decay fast and which will decay slowly?
3. What are the characteristics of the materials that undergo fast decay?

Activity 2: “Name it”

Directions: Study the pictures below. Name each picture and write it on the given table. Check the proper column that describes how the given material undergoes decay.

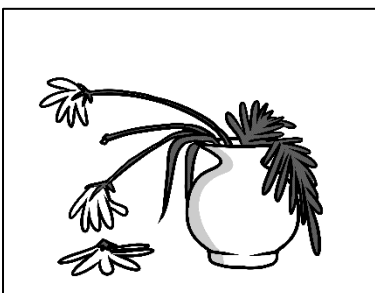
1.



2.

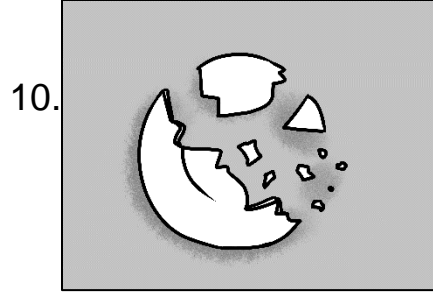
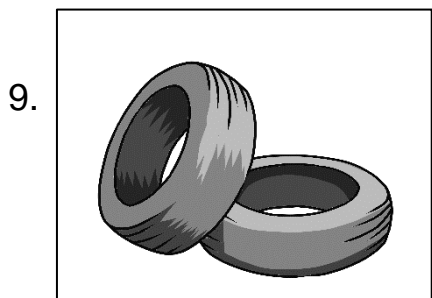
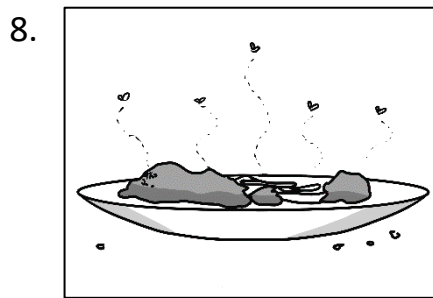
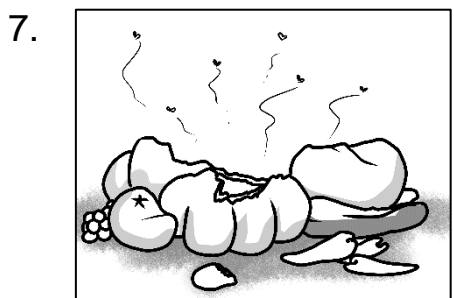
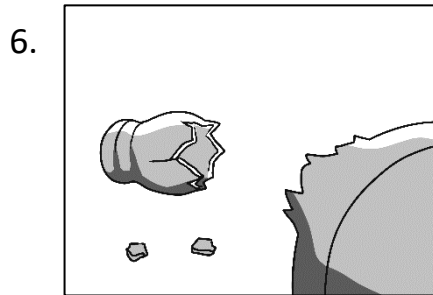


3.



4.





Illustrated by: Kristal Grace C. Ilao

Name of Materials	Decays FAST	Decays SLOW
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		



What is It

Points to Remember:

MATERIALS THAT UNDERGO DECAY

Decay- to be slowly destroyed into bits in the presence of water, air and soil.

- Not all plants and animals decay at the same time.
- Some materials will take hundreds of years before they decay or decompose. Examples of these materials are Styrofoam, metals and plastics.
- Fast decaying materials become organic fertilizers that enrich the soil.
- Fast decaying materials are objects that easily rot and decompose because of the bacteria that it has absorbed. Some examples of decaying materials are as follows: fruit peelings, leaves, dead bodies, paper, and food. It will not take hundreds of years before these materials decompose.
- Fast decaying materials become organic fertilizers that enrich the soil.
- Many factors contribute to the processes of decomposition. This includes **temperature**, amount of **light**, aeration, moisture, the type of the material itself and the source of **bacteria** and fungi.
- Refrigerating leftover foods avoid or delay spoilage because microorganisms that break down food do not grow fast in colder temperatures.



What's More

Note: Write ALL your answers in the following activities in your Science notebook.

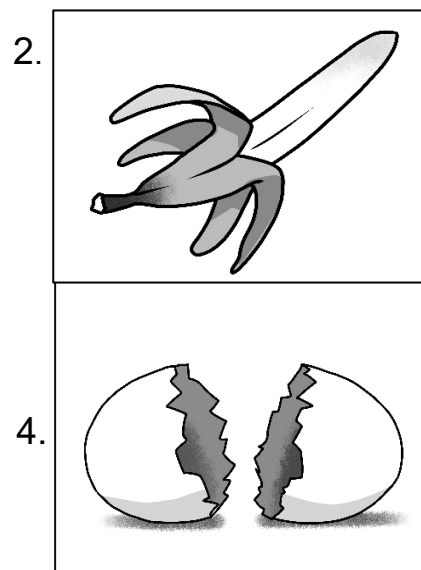
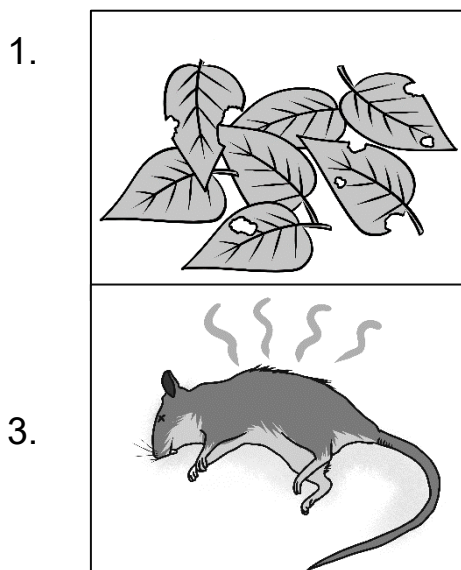
Directions: Copy the activity in your notebook. Color the box **green** if the material will easily decay and **blue** if the material will not decay in a short time.

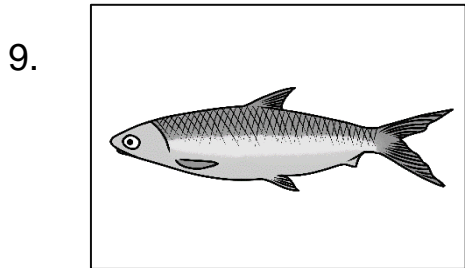
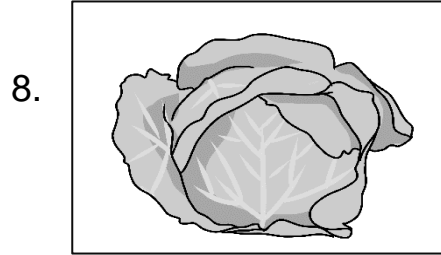
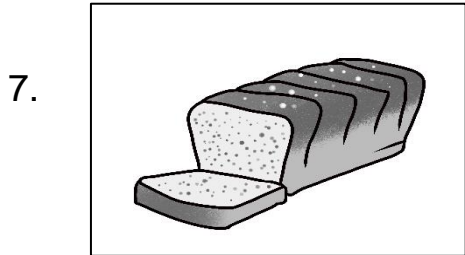
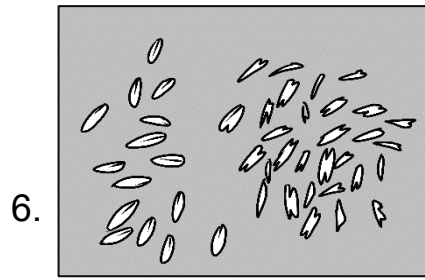
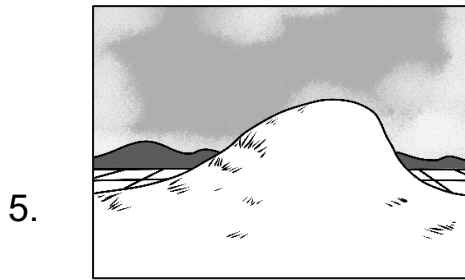
Activity 1: “Decays Fast or Decays Slow”

1. plastic cups
2. bread
3. aluminum foil
4. camote leaves
5. apple
6. paper
7. boxes
8. sando bags / plastic bags
9. magazines
10. broken glass

Directions: Study the pictures below. Write **F** if the material decays fast and **S** if it decays slowly.

Activity 2: “Fast or Slow?”





Illustrated by: Kristal Grace C. Ilao

Activity 3: “Think around...”

Directions: Think of some materials that undergo fast decay. Be able to describe each material by checking the proper column. Use the table below.

Name of Materials	Decays FAST	Decays SLOW



What I Have Learned

Directions: Based on the previous activities you have answered, complete the statements below. Do this in your Science notebook.

1. Not all plants and animals undergo decay at the _____ time.
2. The organic matter in soil is derived from plants and animals. It becomes _____ fertilizer.
3. Some factors that contribute to the decaying process of materials are sunlight, _____, soil, and action of microorganisms.

AWESOME! You're doing right.



What I Can Do

Directions: In one or two sentences answer the following questions briefly.

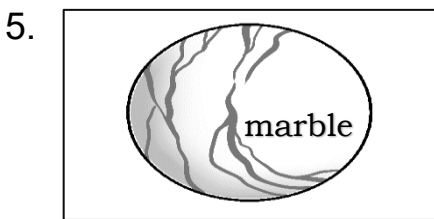
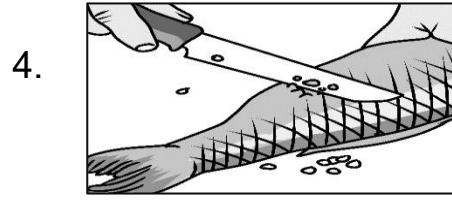
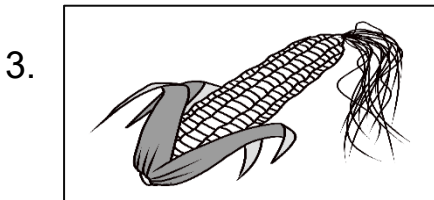
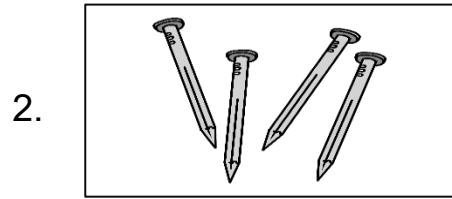
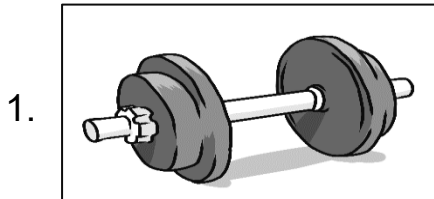
1. Why are leftover foods kept in the refrigerator?
2. Why do we need to avoid exposure to decaying waste materials?

Wonderful! Now you've figured it out!



Assessment

Directions: Study the pictures below. Write **D** if the materials will undergo decay in a short time and **N** if it will not.



Illustrated by: Kristal Grace C. Ilao

Directions: Check (✓) whether the different materials listed below decay **FAST** or **SLOW**

	FAST	SLOW
1. dead animals	_____	_____
2. plastic cups	_____	_____
3. Styrofoam	_____	_____
4. papaya fruits	_____	_____
5. tree branch	_____	_____
6. spoiled foods	_____	_____
7. aluminum can	_____	_____
8. twigs	_____	_____
9. camote leaves	_____	_____
10. kangkong leaves	_____	_____

CONGRATULATIONS! You did it well



Additional Activities

Directions: Use your imagination to answer the following situations.

What do you think will happen if:	Write what you think will happen.
1. You leave the cheese bread on the table for two weeks?	
2. You leave the mineral water bottle inside your bag for a month.	
3. You leave the papaya peelings in a plastic container for a week.	
4. You place the fish inside the freezer for four days.	



Answer Key

LESSON 1

rubber ball	Water moves out	X –release water immediately
Materials	Observation on the material before placing it on water	Put a (✓) if the material absorbs water and does not (X) if it does not

Table 1 - Activity 1: "I'm Thirsty"

What's New



- a. absorb
- b. porous
- c. non-porous
- d. cotton
- e. plastic
- f. water

What's In



- C. _____ 1. _____ 2. _____ 3. _____
- _____ 4. _____ 5. _____

metal spoon	
toy boat	
rubber ball	
styrofoam	
A. Materials that float	B. Materials that sink

B.

t-shirt	
face towel	
plastic bottles	
rubber ball	
cotton	
A. Materials that absorb water	B. Materials that do not absorb water

A.

What I Know



cotton balls		Water moves out	✓ - absorbed water
t-shirt		Water moves out	✓ - absorbed water
face towel		Water moves out	✓ - absorbed water
rug		Water moves out	✓ - absorbed water
plastic bottle		No water	X –release water immediately
Glass		No water	X –release water immediately

Guide Questions:

- Pupils' answer may vary.
- Water
- No. The materials that did not absorb water are rubber ball, plastic bottle, and glass.
- The materials that absorbed water are cotton balls, t-shirt, face towel and rug. They have small holes that allow air or liquid to pass through



What's More

ACTIVITY 1. "Porous or Non-Porous"

Materials	Porous	Non-porous
rubber balls		x
cotton balls	✓	
sponge	✓	
face towel	✓	
t-shirt	✓	
rug	✓	
tissue paper	✓	
manila paper	✓	
styrofoam	✓	
curtain	✓	

- A.
1. BLUFF 2. FACT 3. FACT 4. FACT
 5. BLUFF 6. FACT 7. BLUFF 8. BLUFF
 9. FACT 10. FACT



Assessment

- a. Pupils' answers may vary.
- b. Pupils' answers may vary.
- c. Pupils' answers may vary.



What I can Do

1. bottom, float
2. float, sink
3. weight, shape
4. float, sink



What I Have Learned

1. a
2. b
3. b
4. a
5. a

ACTIVITY 2: "Vocabulary"

Pupils' answers may vary.

ACTIVITY 1: "Float or Sink"

What's More



1. Ability to float and sink.
2. float: because some of the materials have light weight. Sink: because some of the materials are heavy.

Guide Questions:

What is it



Materials	Float	Sink
	Characteristics	
1. plastic cup	✓	
2. chalk	✓	
3. leaf	✓	
4. stones		✓
5. metals		✓
6. corks	✓	

ACTIVITY 2: "Name It"

1. rubber ball, Styrofoam, pencil
2. stones and metal spoon
3. Yes
4. Some of the materials float on water because its weight and shape.

Guide Questions:

Name of objects	Float	Sink
	Characteristics	
rubber ball	✓	
Styrofoam	✓	
stones		x
metal spoon		x
pencil	✓	

ACTIVITY 1: "Floating...Sinking..."



What's New

1. float
2. sink
3. float
4. float
5. sink
6. sink



What's In

LESSON 2

- a. Pupils' answers may vary.



Additional Activities

- B.**
1. NA
 2. NA
 3. A
 4. A
 5. NA
6. A
7. A
8. A
9. A
10. A

- B.**
1. non-porous
 2. porous
 3. true
 4. absorb
 5. do not absorb



Assessment

- a. answers may vary
- b. answers may vary



What I Can Do


properties, absorb, porous, non-porous



What I Have Learned

LESSON 3


B. 1. d 2. c 3. b 4. b 5. c



Additional Activities


Material	Will it sink?	Will it float?
1. scissors	✓	
2. ruler	✓	
3. paper clip	✓	
4. rock	✓	
5. pencil		✓
6. key	✓	
7. metal spoon	✓	
8. plastic bottle		✓
9. screw	✓	
10. coin	✓	

What's In



1. leftover foods
2. dead animals
3. dried leaves
4. peelings
5. decay

What's New?



Activity 1. What will I turn into?
Guide Questions:


1. camote leaves and left over foods
2. camote leaves and left over foods will decay
3. fast, plastic bottles, plastic bags will decay slow

Materials that undergo decay are the things that are rotten and can be decomposed because of bacteria that they absorb or they have.

Activity 2. Name it!

Name of Materials	Decay Fast	Decay Slow
1. dried leaves	✓	
2. plastic bottles		✓
3. dead plants	✓	
4. dry twigs/stems	✓	
5. dead animals	✓	
6. broken glass		✓
7. Vegetable peelings	✓	
8. Left-over foods	✓	
1. old tires		✓
2. broken plate		✓

What's More




ACTIVITY 1

1. blue
2. green
3. blue
4. green
5. green
6. green
7. green
8. blue
9. green
10. blue

Activity 2: Fast or Slow

1. F
2. F
3. F
4. S
5. F
6. S
7. F
8. F
9. F
10. F


Activity 3: Think Around
Answers Vary



What I Have Learned:

1. same
2. organic
3. temperature

What I can Do



1. Refrigerator avoids or delays spoilage of food because micro-organisms that break down food do not grow fast in cold temperature.
2. To avoid from getting sick

1. cheese bread will spoil
2. Nothing will happen
3. It will develop molds
4. Nothing will happen

Additional Activities



FAST OR SLOW	
Fast	Slow
1. /	/
2. /	/
3. /	/
4. /	/
5. /	/
6. /	/
7. /	/
8. /	/
9. /	/
10. /	/

1. N
2. N
3. D
4. D
5. N

Assessment



Reference

Abutay, Lelani R., et. al., *Science 4 Teacher's Guide*, 02-04.
Pasig City: Department of Education, 2015.

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