Grade 3 Term 1, Week 9 LESSON PLAN	
Name of Lesson	Properties and Uses of Common Metals in the Local Community
Learning Area/s	Science
Des	Deped libre

Signed by Teacher/s	
Designed for which Grad	3

eLevelandSection						
No.ofSessions	Session1	Session2	Session3	Session4	Session5	
Refere	• Real-life samples:					

nces (books, websites, toolkits, etc.)	Iron nail, copper wire, silver coin, gold-colored accessory. • DepEd Science 3 Learner's Manual and Teacher's Guide (Quarter 1).

	• MATAG Curriculum Lesson Exemplar for Science 3, Week 9. • Images of local blacksmithing, jewelry stores, and construction sites.

	• Flashcards for 'Luster', 'Durable', 'Conductor', and 'Hardness'.
Declaration of AI use	Artificial Intelligence (AI) tools were used to assist in the preparation of this lesson plan, particularly in generating ideas, improving clarity of instructions, and organizing learning

Citehow AI was used in the formulation of the lesson plan. See	activities aligned with the MELCs. All AI-assisted outputs were carefully reviewed, validated, and contextualized by the teacher to ensure accuracy, appropriateness, and alignment with DepEd standards.

DO 3, 2026 Annex A.	
Intentions.	Meaningful learning experiences are anchored in how we frame them. Start by deciding what you want learners to master by the end of the lesson - keep it clear and simple. Remember: Understanding your learners' evolving context and designing around it

	help ensure that your lessons connect with and are relevant to them.
Learning Competency: Write the compet	Identify properties and uses of metals used by the local community like iron, gold, silver, and copper.

ency/iesfromthecurriculumthatwearetargeting,andthec

ontentorperformancestandardsapplicabletothesession.

Learning Objectives: Write the small error knowledge,
Identify common metal such as iron, gold, s
Describe the specific properties of iron th
Explain the characteristics of gold and sil
Recognize the unique red dish-brown color o
Compare and contrast the four metal sbased o

skills, or tasks from the competency that the learners will w

ilver, and copper and describe their genera

atmake its suitable for construction and too

veraand the ir primary use sin jewelry and dec

fcopperand explain its importance in electr

ntheir properties and identify their reco no

orkonandbeabletoshowbytheendofthesessions.

lphysicalpropertieslikelusterandhardn

l-makingintheecommunity.

oration.

ricalwiringandlocalutilities.

micandpracticalrolesintheleaarners'sur

	ess.				roundings.
Learner Context: Write your observ	Grade 3 learners in a typical Philippine community are often exposed to various metals through household items, local construction sites, jewelry worn by family members, and electrical repairs. They are naturally curious about why certain				

ationsofyourlearners,andhowtheyhavebeenperformingor	materials are used for specific jobs, such as why wires are made of copper or why hammers are made of iron.

responding to learning experiences recently. Include stre

ngths, interests, and possible barriers to learning.	
Le	A learning experience

arningExperience.	is like a thoughtfully designed journey. Each activity and interaction builds towards meaningful understanding and growth. Identify activities and interactions to help learners gain knowledge, skills, or understanding in a purposeful way.

Pre-Lesso	Teacher	FlashcardD	Briefrevie	LanguagePr	GoalSettin

n: Describehowyouwillhelpthelearnersgetreadyforthel
preparesa'MysteryBag'containingavarie
rill:Showpicturesoflocallandmarks(abr
wofthepreviouslessonnmaterialsthatfl
actice:Introduceanddrillkeytermssucha
g:Theteacherexplainsthatbytheendofthe

esson.
tyofobjects:aplasticspoon,awoodenbloc
idge,ajewelrystore,aconstructionsite)
oatandsink,transitioningintowhysomema
s'Luster'(shiny),'Durable'(long-lasti
week,studentswillbecome'MetalExperts'

	k, an iron nail, a copper wire, and a silver-c	and asks students to name them and tell parts they	terials are 'heavier' and 'harder' like cement	ng), and 'Conductor' (carries electricity	who can identify why the ir houses, jewelry,

	oloredcoin. Theteacherasksstudentstofe	thinkareusedinthesepla ces.	als.	)usingglocalexamples.	andlightsaremadeofspecificmaterials.

elthe objects without looking and describe

Flow: Desc	Session 1	Session 2	Session 3	Session 4	Session 5	
	if they are cold, hard, or smooth.					

ribetheactivitiesthatyoucanimplementinlormoresessio

:Introduction to Metals.1.Introduction(

:Iron-The Strength of the Community.1.Rev

:Gold and Silver-The Precious Luster.1.Mo

:Copper-The Power Carrier.1.Inquiry(5mi

:Comparing and Valuing Local Metals.1.Syn

nstomeetthelearningobjectives.ApplytheLearningDesig

5mins):Teachershowsashinysponandadul

iew(5mins):Recallthefourmetals.2.Pres

tivation(5mins):Teachershowsagold-col

ns):Teacherpointstotheclassroomlights

thesis(10mins):Teachercreatesalargeta

nprinciples...
lpieceofwood.Question:'Whichonereflec
entation(10mins):Teachershowsahealvyha
ordringandasilver-coloredcoin.2.Mode
.'Howdoesthepowerreachthebulb?'2.Demo
bleonthebeboard.Rows:Iron,Gold,Silver,C

	tslightbetter?'Studentsidentifythespo	mmerandalargeironnail.Teacherexplains	ling(10mins):Teacherexplainsthatgolda	nstration(10mins):Teachershowsapieceo	opper.Columns:Color,Property,LocalUse

	on.2.Modelling(10mins):Teacherdefinesm
	thatironisverystrongandˈdurableˌ3.Di
	ndsilverare'preciousˈbecausetheystays
	felectricalwirewiththeplasticcoatingp
	.2.CollaborativeWork(15mins):Students

	etalsashard,shiny,andstrongmaterials.	scussion(l5mins):Teachershowsphotosof	hinyforalongtimeandarerare.Goldisyell	eledbacktoreveallthereddish-browncopp	workinpairstofillinthetableusingtheir

	Teacher introduces the four main emotals: Ir alocal 'panday' (blacksmith) making abolo ow-orange; silver is bright gray. 3. Discus er. Safety Warning: Teacher reminds studen notes from the week. 3. Community Connectio

on, Gold, Silver, and Copper. 3. Guided Prac
organate. Teacher asks: 'Why don't we make ega
sion (15 mins): Teacher asks: 'Where have yo
tsNEVER to peel with some. 3. Explanatio
n (10 mins): Discussion on 'Scrap Metal' and

	tice(15mins):'TheShineTest.'Studentsa
	testoutofplastic?'Studentsrespondabout
	useengoldandsilver?'Studentstalkabout
	n(15mins):Teacherexplainsthatcopperis
	recycling.Teacherasks:'Whydopeoplecol

	reigvensamplesoffalluminumfoil(asaproxy	strengthandsafety.4.Activity(10mins):	jewelry,trophies,orchhdecorations.	a'conductor.'Itallowselectricitytoflo	lectoldcansandiron?'Discussionontheva

	for silver lookand copper coins.Theyusea	'TheStrengthObservation.'Teacherdemon	4.Activity(15mins):'JewelryDesigner.'	weasily.Itisalsobendable,whichhelpsit	lueofmetal.4.Assessment(10mins):Stude

	flashlight to see which one has the most 'lus	strategist trying to be a plastic ruler vs. an	Student sues gold and silver crayons to decisi	gothrough walls. 4. Activity (10 mins): 'Co	ntscomplete the weekly formative test. 5. R

	ter.'4.GroupActivity(10mins):Students	ironrod.Studentsrecordobservations.5.	gnapendant.Theymustwriteonepropertye(	lorMatch.'Studentslookatdifferentobje	eflection(5mins):Studentssharewhichme

	sortpicturesofobjectsintoʻMetallʻandʻN	Application(10mins):Studentsdrawonethi	.g.,ʻverysh inyʻ)thatmakesthei rdesigns	cts(apenny,awire,apipe)andidentifywhi	thattheythinkisthe'mostimportant'forth

	on-Metal' category. 5. Generalization(	ing in the house made of iron (e.g., window	special. 5. Closure (5 mins): Teacher explain	chooses have the 'copper' color. 5. Synthesi	ei r community and why.

	10mins): Teacher asks, 'What are the two common	grills, kitchen knives) and explain why it is	nsthat gold and silver are also used in high-	s(10mins): Teacher asks: 'Why is copper bet		

	montraitsofmostmetals?'Expectedresponse	edstobestrong.	techitemslikephonesbecausetheyareverytherforwiresthaniron?'Expectedresponse		

	se:'Theyareshinyandhard.'		good materials for small parts.	:'Itcarriesselectricitybetteranden	

LearningResources: Listdownthel	Real-lifesamples:Ironnail, c	DepEdScience3Learner'sManua	MATAGCurriculumLessonExem	Imagesoflocalblacksmithing,	Flashcardsfor'Luster', 'Dura
				deasier.'	

earningresourcesthatwillhelpyoureachyourobjectives.

opperwire, silvercoin, gold-coloredacce

landTeacher'sGuide(Quarter1).

plarforScience3, Week9.

jewelrystores, andconstructionsites.

ble', 'Conductor', and 'Hardness'.

Ensure that they are available and inclusive.	ssory.					
Opportun	Integrat	Integrat	Integrat	Integrat	Integrat	Integrat

itiesfororintegration: Writedownanypossibilitie
ionwithArtalingPanlipunan:Discussinglo
ionwithMathematics:Comparingtheweight
ionwithArt:Exploringthecolorsandtextu
ionwithEnglish:Developingdescriptivev
ionwithValuesEducation:Discussingthei

stomeaningfullyanchorlearningareas,specialtopic,ort

calindustrieslikemining(gold/copper)o

softdifferentmetalobjectsusingabalance

resofmetalsinsculptureandtraditionalF

ocabulary(e.g.,'lustrous','sturdy','r

mportanceofrecyclingandtheproperdispo

echnology. WriteN/Aifnone.

rblacksmithingintthePhilippines.

scale.

ilipinojewelry(e.g.,the'tambourine'ne

eddish-brown').

salofmetalwastetoprotectthheenvironmen

			c k l a c e) .		t .
A s s e s s m e n t .	Assessments reveal what learners have gained and what they still need help with. These are helpful in providing you with information to guide your future instruction.				
F o r m a t i v e A s	S e s s i o n 1 Q u i	S e s s i o n 2 Q u i	S e s s i o n 3 Q u i	S e s s i o n 4 Q u i	S e s s i o n 5 Q u i

sessment: Createatask,activity,orquestionstoevalu

z:1.Whichpropertydescribesametalthati

z:1.Whyisironusedinbuildinghouses?A)I

z:1.Whichmetalisyellowandusedforexpen

z:1.Whichmetalisthebestformakingelect

z:1.Whichmetalisstrongestforheavyycons

atelearninganddprovidefeedback.(Strictly5MCQsperses
sverysshiny?A)SoftB)LusterC)LightD)Smo
tisverylightB)ItisverystrongC)ItissofF
sivejewelry?A)SilverB)CopperC)GoldD)I
ricalwires?A)IronB)CopperC)GoldD)Silv
tructiion?A)CopperB)GoldC)IronD)Silver

ion).

oth.2.Whichofthesemetal?A)WoodB)Pl

tD)Itmeltseasily.2.Ablacksmithusesiro

ron.2.Silverandgoldareknownfortheir:A

er.2.Whatisthemainuseofcopperinourhom

.2.Whichtwometalsaremostcommoninjewel

	astic C) Iron D) Rubber. 3. Most metals are __	ntomake: A) Clothes B) Bolos and knives C) Pa	) Dull ness B) High lustre C) Rough ness D) Hea	es? A) Making window s B) Carrying electricii	ry? A) Iron and Copper B) Gold and Silver C) Co

	____atroomtemperature.A)LiquidB)GasC	perD)Blanketsts.3.Whathappensifironisle	vinesss.3.Whereimightyoufindsilverinthe	tyC)MakingclothesD)Paintingwallss.3.Co	perandIrondD)LeadandGoldd.3.Ifyouwantt

	) Solid D) Soft . 4 . Why are metals used for tools	ft in the erra in for al long time? A) It turns into	community? A) Inside a wall B) Incoins or jew	pperisa' conductor. ' This means it: A) Stop	omake a coin that is very shiny and gray, whic

	ls?A)Theyareweakb)Theybreakeasilyc)Th	goldB)Itmightrustc)Itdisappearsd)Itge	elryC)Inacartiredd)Inabook.4.Whyisgold	selectricityB)Allowselectricitytopass	hmetalwouldyouuse?A)CopperB)IronC)Sil	

	eyarehardandstrongD)Theyarelight.5.Wh	tssoft.4.Whichofthesemadeofiron?A)W	usedforcrownsandmedals?A)Becauseitisc	throughC)ChangescolorD)Breaksseasily.4	verD)Gold.4.Whichmetalhelpsbringlight

	ichmetalhasareddishbrowncolor?A)Gold
	indowgrillB)SchoolbagC)PencilD)Eraser
	heapB)Becauseitisrareandbeautiful C)Be
	.Whatistheusualcolorofcopper?A)Yellow
	tourhouses?A)GoldB)CopperC)IronD)Sil

	B) Silver C) Iron D) Copper.	.5. Iron is a durable material. What does 'du	cause it is black D) Because it is soft. 5. Whi	B) Red dish-brown C) White D) Black. 5. Why is	ver. 5. Recycling metal is important because au

		rable'mean?A)BreakseasilyB)Lastsalong	chcolorbestdescribesilver?A)RedB)Yell	copperwirecovereddinplastic?A)Tomakeit	se:A)Metalsarehardtofindanduseful B)Me

		timeC) Isveryexpensived) Isverysmall.	lowC) Brightgrayd) Green.	lookniceB) TokeepitwarmC) Forsafetysowe	talsgrowlikeplantsC) Metalsaremadeofwo

					don't get a shock D) To make it heavier.	odD) Metals are only for toys.
Ways	Meaningful learning can also happen beyond the					

Forward.	classroom - for both the learners and the teacher. Pause and reflect on what happened today.

Extended learning opportuniti	Assignment: Look around you r ki	Family Activity: Interview a fa	Observation Task: Visit a local	Creative Writing: Write a short	Remediation: For student s stru	

es: Suggest other learning experiences outside the classr
tchen at home. List down three item s made of m
mily member about the old dest metal object in
sari-sari store or market and count how many
3-sentence story about a 'Super Metal' char
gling with hidden tific ation, pro vide a tact

om/classhourshatlearnersmaywanttoaccessstoreinforc

etalandidentifywhichmetalthey might be (

thehouse(likeanoldcoinoranheirloom rin

itemsyousee thatatarem adeofiron orcopper.

actwhohelpsbuildabridgeforthecommun

ile' SortingBoard' wherethey can pastea rea

ewhatthey have learned...

Iron, Copper, or Silver-colored).

g) and ask why it still looks good today.

ity.

l samples of nails (iron) and wires (copper)

	into labelled boxes.
Reflections: Think about	(To be filled out after the el
	(To be filled out after the el
	(To be filled out after the el
	(To be filled out after the el
	(To be filled out after the el

whatyouneedtochangefornextsessionbasedonwhatthapp
esson) **ReflectionPrompt:** Didthelearnerseasilyg
esson) **ReflectionPrompt:** DidthegUidedpracticee
esson) **ReflectionPrompt:** Whichpartofthecollabo
esson) **ReflectionPrompt:** Howwelldidtheformativ
esson) **ReflectionPrompt:** Whatpercentageofthecl

endtoday.	raspthecorreconceptintrodu cedtodaytoday?	ffectivelytranslateintoindepe ndentsuccess?	rativetaskchallengedthestud entsthemost?	easssessmentreflectthelearni ngobjectives?	assreachedproficiencybytheen dofthewweek?

Prepared by:	**Checked by:**
Deped libre Teacher	**Juan Dela Cruz** Principal / Head