GRADES 1 to 12
DAILY LESSON LOG

School:		Grade Level:	III
Teacher:		Learning Area:	SCIENCE
Teaching Dates and Time:	AUGUST 22 – 26, 2022 (WEEK 1)	Quarter:	1ST QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I OBJECTIVES					
A. Content Standard	Demonstrate understanding of ways of sorting materials and describing them as solid,liquid,or gas based on their observable properties.				
B. Performance Standard	Be able to group common objects found at home and in school according to solids,liquids,and gas.				
C. *Learning Competency/s:*	Name different objects around us Classify the objects based on their characteristics **S3MT-Ia-b-1**	Describe solids according to their color. **S3MT-Ia-b-1**	Name solids of different shapes. **S3MT-Ia-b-1**	Compare and classify solids according to size. **S3MT-Ia-b-1**	Classify solids according to texture.
II CONTENT	Matter	Solids According to Colour	Solids of Different Shapes	Comparing and Classifying Solids	Solids According to Texture
III. LEARNING RESOURCES					
A. References					
1. Teacher's Guide Pages	CG p. 17 of 64				
2. Learner's Materials pages					
3. Text book pages					
4. Additional Materials from Learning Resources	Growing with Science and Health	Growing with Science and Health	Growing with Science and Health	Growing with Science and Health	Growing with Science and Health
B. Other Learning Resources	Charts,laptop,projector	charts	charts	charts	charts
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson		What objects can you see?	Checking of Assignment		Ask the pupils to copy the table on the board on their paper.
B. Establishing a purpose for the lesson	What do you see around you?Can you name it?	Teacher place different objects with different colours on the table.	Sing the song " I Have".	Show these two pictures to the class.	Pick five solids on your bag.
C. Presenting Examples/instances of new lesson	Show powerpoint presentation/video clips about matter.			Show a ruler and meter stick. Compare the two.	Show real objects of solids.
D. Discussing new concepts and practicing new skills #1	- What makes up an object?	What are the objects found in the box?	What are these solids? What different shapes did you observe?	What are the solids written on your chart?	- What characteristics is been observed from the ff.objects?

<table>
<tr><td></td><td></td><td>What characterisitics did you observe?</td><td>What characteristics have you observed?</td><td>How are they similar to the other?</td><td></td></tr>
<tr><td>E. Discussing new concepts and practicing new skills #2</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>F. Developing mastery (Leads to Formative Assessment)</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>G. Finding Practical applications of concepts and skills</td><td>Divide the class into small groups.
- Class, we will visit a place in our school. Each of you will collect 10 objects in solid form.
<table><tr><td>COLOR</td><td>SIZE</td><td>SHAPE</td><td>TEXTURE</td><td>WEIGHT</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table></td><td>Find your partner.</td><td>Activity</td><td>Draw five objects with different sizes.</td><td>Give them activity sheets to perform.</td></tr>
<tr><td>H. Making generalizations and abstractions about the lesson</td><td>How can you classify objects based on their characteristics?</td><td>What are the colours of solids?
What can you say about the colours of solids?</td><td>Are these solids of different shapes around us?</td><td>How do you compare and classify solids?</td><td>Solids have different textures.</td></tr>
<tr><td>I. Evaluating Learning</td><td>Fill in the chart with 5 objects each that can be seen in your house according to their characterisitics.
<table><tr><td>COLOR</td><td>SIZE</td><td>SHAPE</td><td>TEXTURE</td></tr><tr><td></td><td></td><td></td><td></td></tr></table></td><td>Fill in the chart.
<table><tr><td>SOLID OBJECTS</td><td>COLOR</td></tr><tr><td>Ballpen</td><td></td></tr><tr><td>Eraser</td><td></td></tr><tr><td>Desk</td><td></td></tr><tr><td>Sharpener</td><td></td></tr><tr><td>Scissors</td><td></td></tr><tr><td>Socks</td><td></td></tr><tr><td>pencil</td><td></td></tr><tr><td>bag</td><td></td></tr></table></td><td>Processing questions may serve as an assessment tool on the knowledge of different shapes.
Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more</td><td>Prepare five objects.</td><td>Group solids according to their texture.</td></tr>
<tr><td>J. Additional activities for application or remediation</td><td>On a short bond paper, draw three objects with different colours. .</td><td>Look for different objects in your room. Make a chart of these objects and their colour .</td><td>Bring ruler and two solids of the same kind. Big and small. Long and short ,fat and thin ,which are not heavy to carry in their bags.</td><td>List down objects found at home. Find the exact measurement. Make a chart.</td><td>List down names of solid objects found at home garden.</td></tr>
<tr><td>V. REMARKS</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>VI. REFLECTION</td><td></td><td></td><td></td><td></td><td></td></tr>
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A. No. of learners who earned 80% on the formative assessment					
B. No. of Learners who require additional activities for remediation					
C. Did the remedial lessons work? No. of learners who have caught up with the lesson.					
D. No. of learners who continue to require remediation					
E. Which of my teaching strategies worked well? Why did these work?					
F. What difficulties did I encounter which my principal or supervisor can help me solve?					
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?					