

MATATAG K to 10 Curriculum Weekly Lesson Log	School		Grade Level	3
	Name of Teacher	DepEdClick	Learning Area	Science
	Teaching Dates and Time	NOVEMBER 3-7, 2025	Quarter	3

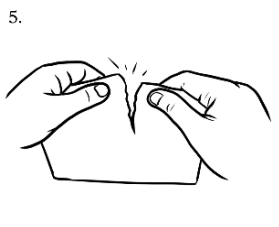
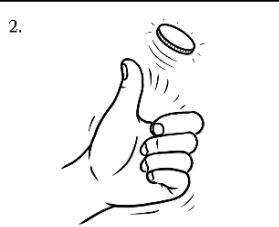
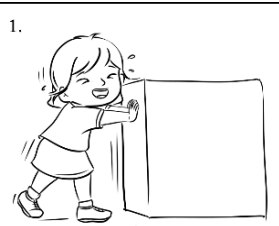
	DAY 1	DAY 2	DAY 3	DAY 4
I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES				
A. <i>Content Standards</i>	The learners learn that: 1. Objects that change position encounter a push or a pull. 2. Using science processes and curiosity is important in understanding how objects move.			
B. <i>Performance Standards</i>				
C. <i>Learning Competencies</i>	The learners explore and demonstrate different ways to make objects move by natural causes, such as wind and water, or by people, such as pushing, pulling, rolling, and carrying.			
D. <i>Learning Objectives</i>	At the end of the lesson, the learners should be able to: 1) demonstrate how objects can be moved by pushing, pulling, rolling, and carrying.	At the end of the lesson, the learners should be able to: 2) demonstrate how wind can make objects move.	At the end of the lesson, the learners should be able to: 3) demonstrate how water can make objects move.	At the end of the lesson, the learners should be able to: 4) construct simple toys that can be moved by wind, water, or any other objects.
II. CONTENT	Moving objects by pushing and pulling	Moving objects by wind	Moving objects by water	Moving objects by different forces
III. LEARNING RESOURCES				
A. <i>References</i>				
B. <i>Other Learning Resources</i>				Vanstone, E. (2024, February 19). <i>Easy push and pull puppets</i>. Science Experiments for Kids.

				https://www.science-sparks.com/easy-push-and-pull-puppets/ • Emily (2020, April 29). <i>Make a pinwheel. Steam activity for kids.</i> Engineering Emily. https://www.engineeringemily.com/make-a-pinwheel-steam-activity-for-kids/ • Community S (2024, August 31). <i>Build a water wheel: A fun and educational stem activity for kids.</i> https://www.schooltube.com/build-a-water-wheel-a-fun-and-educational-stem-activity-for-kids/
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IV. TEACHING AND LEARNING PROCEDURES				
Before/Pre-Lesson Proper				
<i>Activating Prior Knowledge</i>	(Time: 5 minutes) 1. Show a rubber ball. Ask the learners, “How	(Time: 2 minutes) Ask the learners to give examples of objects	(Time: 2 minutes) Show a picture of a waving flag. Ask the	(Time: 2 minutes) Show a picture of a sailboat moving. Ask the

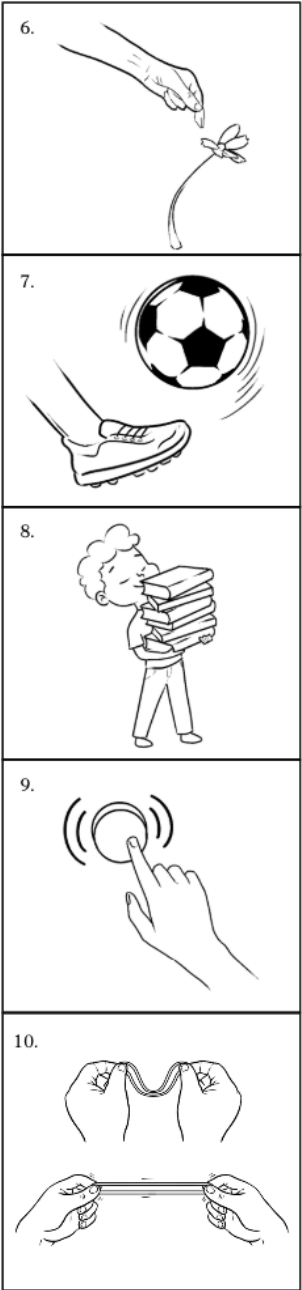
	can we make this ball move?” 2. Allow the learners to share their ideas. You may write their ideas on the board for everyone to see. 3. Let the learners test their ideas. <i>Possible answers:</i> [bouncing the ball, kicking the ball, pushing the ball with their hand, throwing the ball] Alternative activity: Tell your students to look outside. Ask them to list things they see that are moving and not moving. Ask them how they know what is moving and what is not moving.	inside the classroom that move when pushed or pulled. <i>Possible answers:</i> [Door, Book, Table, Chair]	learners. “What causes the flag to move?” <i>Answer:</i> [A flag is moving because it is being pushed by the wind.]	learners. “What causes the sailboat to move?” <i>Answer:</i> [A sailboat moves because it is being pushed by the water and the wind.]
Lesson Purpose/Intention	(Time: 1 minute) Tell the learners. “For today’s lesson, you are going to make objects move in different ways”.	(Time: 1 minute) Tell the learners. “For today’s lesson, you will make an improvised toy car that can be moved by the wind”.	(Time: 1 minute) Tell the learners. “For today’s lesson, you will describe how water can make objects move”.	(Time: 1 minute) Tell the learners. “For today’s lesson, you will make toys that can be moved using our hands, wind, and water.”

<i>Lesson Language Practice</i>	(Time: 7 minutes) 1. Ask the learners to match the pictures with the correct action words from the list provided. a. Stretch b. Press c. Pluck d. Tear e. Push f. Pull g. Flip h. Kick i. Roll j. Carry	(Time: 2 minutes) Explain that air is all around us and air is moving. Moving air is called wind. Explain that an applied force (pushing or pulling) can make objects move.	(Time: 2 minutes) Explain that “flowing water” is water that moves. Show pictures that portray moving water (e.g., a river, turning on a faucet).	(Time: 7 minutes) Show the learners pictures of the toys they will make in Activity 2 (puppet, pinwheel, water wheel). Ask them to describe the features of each toy. Tell them they will make these toys and explore how they work later.
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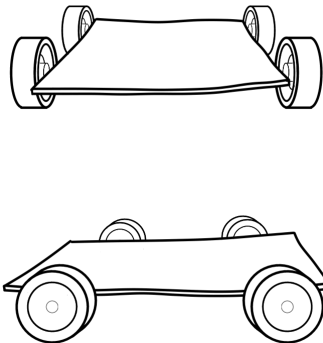
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	<i>Answers:</i> 1. E 2. G 3. F 4. I 5. D 6. C 7. H 8. J 9. B 10. A 2. Ask the learners if there are any words or terms in the choices that they do not understand. Make sure to clarify any terms that may not be clear to them.			
During/Lesson Proper				
<i>Reading the Key Idea/Stem</i>	(Time: 2 minutes) Activity 1. What are the different ways to make an object move? Instruct the learners to read out loud the activity title and objectives.	(Time: 7 minutes) 1. Ask the learners to read the poem on their own: Who Has Seen the Wind? By Christina Rossetti Who has seen the wind? Neither I nor you:	(Time: 7 minutes) 1. Option 1: Show the learners images demonstrating how water can move objects. Option 2: Show the learners a video demonstrating how	(Time: 2 minutes) Activity 2. Instruct the learners to read out loud the activity title and objectives.

		But when the leaves hang trembling, The wind is passing through. Who has seen the wind? Neither you nor I: But when the trees bow down their heads, The wind is passing by. Source: The Golden Book of Poetry (1947) 2. After reading the poem, ask the learners: "What are the things mentioned in the poem that moved when the wind passed by?"	water can move objects. 2. Ask your students to look at the pictures or watch the videos and tell you what they see. Then, write down their descriptions on the board and have them read them aloud.	
<i>Developing Understanding of the Key Idea/Stem</i>	(Time: 12 minutes) Activity 1. What are the different ways to make an object move? 1. Divide the class into groups of 3-5 members. Distribute the activity sheets. Explain the procedure of the activity. 2. After the learners finish the activity, synthesize	(Time: 15 minutes) 1. Divide the class into groups of 3-5 members. 2. Provide each group with a toy car like the one shown below.	(Time: 15 minutes) After showing the images/video, facilitate the discussion. Discussion questions: • Identify the objects in the video or image that apply a force, causing other objects to move. [Answers may vary]	(Time: 15 minutes) Activity 2.1: Push/Pull Puppets (Groups 1 and 2) Activity 2.2: Pinwheel (Groups 3 and 4) Activity 2.3: Water wheel (Groups 5 and 6) 1. Divide the class into six (6) groups: Groups 1 and 2 will perform Activity 2.1; Groups 3 and 4 will perform Activity 2.2; and

	their answers and facilitate the discussion. Discussion questions: • What objects did you choose to draw? [Answers may vary] • How did you make the objects move? [Answers may vary]	 (Sample picture of a toy car) 3. Also, provide each group with colored papers, balloons, paper cups, and other materials that can be used in designing the toy car. 4. Ask the learners to use the materials to design a car that can be moved by wind. 5. After the groups have finished designing their cars, organize a car race. Each group will make their car move by fanning it. Discussion questions:	• How did the water affect the movement of the objects in the video/image? <i>Answer:</i> [The water applied force on the objects that made them move.] • What are some other objects that can be moved by water? <i>Possible answers:</i> [The boats are moving because of flowing water] [The leaves that fall on rivers are carried by flowing water.]	Groups 5 and 6 will perform Activity 2.3. 2. Tell the learners that today, they will make a puppet, a pinwheel, and a water wheel. 3. Distribute the activity sheets. Explain the procedure of the activity. 4. After performing the activity, facilitate the discussion. LAS Guide Questions: Push/Pull Puppets Q1. Which part/s of the puppets moved when you pushed and pulled the straws in the lower part of the cup? <i>Answer:</i> [The head and arms of the puppet moved.] Q2. How were you able to make these parts of the puppet move? <i>Answer:</i> [I pushed and pulled the
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		• What causes the toy car to move forward? (Answer: wind) • How did the wind make the toy car? <i>Answer:</i> [The wind pushes the car.] • What are some other objects that can be moved by wind? <i>Possible answers:</i> [The flag on the pole is moving due to the wind.] [The branches and leaves are swaying because of the wind.] [The dried leaves or papers on the street move because of the wind.]		straws to make the puppet move.] Pinwheel Q1. What happens to the pinwheel when you blow air on it? Why do you think the pinwheel behaves that way? <i>Answer:</i> [The pinwheel spins. The pinwheel moves because of the wind.] Water wheel Q1. Why do you think the water wheel rotates when water fills the cups? <i>Answer:</i> [The water pushes the cups down, which makes the wheel turn.] 5. During the discussion, emphasize the following:
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				• Push/Pull Puppets Our hands pulling or pushing the straws make the puppet move. • Pinwheel The wind pushes the pinwheel's blades, making it spin. • Water wheel Water pushes the cups/paddles of the wheel, making it turn.
<i>Deepening Understanding of the Key Idea/Stem</i>	(Time: 10 minutes) 1. Instruct the learners to perform the following actions. The rest of the class should identify the action and categorize it as a pushing or pulling action: 1. Carrying a bag 2. Rolling a dice 3. Tying shoelaces 4. Zipping your clothes 5. Kicking a ball Correct answers: 1. Pulling action	(Time: 10 minutes) 1. Show the learners pictures of typhoon damage, such as uprooted trees and destroyed houses. Then, ask the learners to describe what they see in the pictures. 2. Discuss how strong winds from typhoons can be dangerous: • Explain that typhoons can	(Time: 10 minutes) 1. Show the learners pictures of floods and tsunamis that moved vehicles, trees, and buildings. Then, ask the learners to describe what they see in the pictures. 2. Discuss how floods and tsunamis can be dangerous: • Explain that floods and tsunamis can create powerful water currents.	(Time: 10 minutes) Ask the learners to exchange toys with the other groups so that they can learn how the other toys move. Discussion questions: • How did the other group's toy move? • How similar or different are they from your constructed toy?

	2. Pushing action 3. Pushing and Pulling action 4. Pushing and Pulling action 5. Pushing action 2. After the activity, ask the learners: "How are push and pull actions similar and different?". <i>Possible answers:</i> [Both push and pull actions can make things move. Push moves an object away from you, while pull moves an object towards you.] 3. Emphasize that: Both actions (push and pull) can cause an object to move. 4. Introduce the term FORCE, which can be described as a push or a pull. FORCE, being a push or a pull, may cause objects to move.	create very strong winds. Strong forces, like those strong winds, can move large and heavy objects. It can also cause harm to people and property.	Strong forces, like those created by floods and tsunamis, can move very large and heavy objects. It can also cause harm to people and property.	
After/Post-Lesson Proper				

Making Generalizations and Abstractions	(Time: 3 minutes) Ask the learners: Q1. How can you make objects move? Answer: [We can make objects move by pushing and/or pulling] Q2. What is a force? Answer: [A force can be a push or a pull on an object. Force can cause an object to move.]	(Time: 3 minutes) Ask the learners, “How can wind make objects move?” Answer: [Wind can move things by pushing them.]	(Time: 3 minutes) Ask the learners, “How can water make objects move?” Answer: [Flowing water can move things by pushing them.]	(Time: 3 minutes) Ask the learners, “How can you make the toys move?” Answer: - by using force - by pushing and pulling - by using water - by using wind - by other people]																
Evaluating Learning	(Time: 5 minutes) Directions: Use the words in the box to fill in the blanks. Word Box <table><tr><td>move</td><td>pull</td></tr><tr><td colspan="2">push</td></tr></table> Forces can be a ____ or ____ on an object. It can cause an object to ____. 1. push (pull)	move	pull	push		(Time: 5 minutes) Directions: Use the words in the box to fill in the blanks. Word Box <table><tr><td>strong</td><td>force</td></tr><tr><td colspan="2">moving</td></tr></table> Wind is the air that is _____. Wind applies _____. Wind applies things that can move from one place to another. Typhoons can _____.	strong	force	moving		(Time: 5 minutes) Directions: Use the words in the box to fill in the blanks. Word Box <table><tr><td>flowing</td><td>force</td></tr><tr><td colspan="2">large</td></tr></table> Water applies things that can move from one place to another. _____ water can move things by pushing them. Strong flowing water can _____.	flowing	force	large		(Time: 5 minutes) Directions: Use the words in the box to fill in the blanks. Word Box <table><tr><td>wind</td><td>water</td></tr><tr><td colspan="2">pushed and pulled</td></tr></table> The puppets moved _____ because they were being _____ by the _____ applied force. The pinwheel moved because the _____ applied force _____.	wind	water	pushed and pulled	
move	pull																			
push																				
strong	force																			
moving																				
flowing	force																			
large																				
wind	water																			
pushed and pulled																				

PILOT IMPLEMENTATION OF THE MATATAG K TO 10 CURRICULUM

	2. pull (push) 3. move	generate very winds that can move very large and very heavy objects. 1. moving 2. force 3. strong	move very — and very heavy objects. 1. force 2. flowing 3. large	on its blades. The water wheel moved because the force on the cups. 1. pushed and pulled 2. wind 3. water
Additional Activities for Application or Remediation (if applicable)				
Remarks				
Reflection				

Prepared by:

Subject Teacher

Reviewed by:

Master Teacher/Head Teacher

Approved by:

School Head