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DepED
DEPARTMENT OF EDUCATION

Lesson Exemplar for Grade 3

Quarter 1
Week
3

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Lesson Exemplar for Grade 3
Quarter 2: Week 3
SY 2024-2025

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MATATAG K to 10 Curriculum Weekly Lesson Log	School		Grade Level	3
	Name of Teacher		Learning Area	Science 3
	Teaching Dates and Time		Quarter	2nd

	DAY 1	**DAY 2**	**DAY 3**	**DAY 4**
I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES				
A. *Content Standards*	Characteristics of growth, response and reproduction identify living things.			
B. *Performance Standards*	By the end of the Quarter, learners describe the basic needs of living things. They explain how the body parts allow them to carry out their daily activities. They recognize the need to protect the environment to ensure that the basic needs of living things can be met. They observe and measure living and non-living things in their local environment. They make models and collages of living things and their basic needs.			
C. *Learning Competencies*	1. observe and describe the difference between living and non-living things and give examples of each that can be found in the local environment; 2. describe the characteristics of living things: they grow, respond, and reproduce			
D. *Learning Objectives*	By the end of the lesson the learners will be able to: classify living things and nonliving things that can be found at home or in school cite proof that a thing is alive	By the end of the lesson the learners will be able to: describe changes that happen when an animal plant grows Cite proof or evidence that a living thing grows	By the end of the lesson the learners will be able to: explain how plants respond to light and why it needs to do this response observe how animals behave in the surroundings	By the end of the lesson the learners will be able to: describe how animals and plants reproduce compare parent animals with their offspring explain why reproduction s important for living things

VERSION 1 FOR REFERENCE

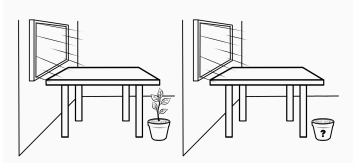
II. CONTENT	Science in our daily life			
III. LEARNING RESOURCES				
A. References	Deped Matatag curriculum 2024	Deped Matatag curriculum 2024	Deped Matatag curriculum 2024	Deped Matatag curriculum 2024
B. Other Learning Resources			Campbell (2000) Biology	Campbell (2000) Biology
IV. TEACHING AND LEARNING PROCEDURES				
Before/Pre-Lesson Proper				
Activating Prior Knowledge	What living things do you see around you?	Ask the class, "Let's recall the names of the different parts of our body." "Have you ever noticed changes in your body as you grow?"	Ask the class, "Let's recall the different senses of our body. What are they, class?" "Why do you think we have these senses?"	Ask the class, "How do living things increase in number? How can trees make more trees of its kind? How can a fish make more fishes of its kind?" Any idea how?"
Lesson Purpose/Intention	The purpose of the lesson is to help learners understand the difference between living things from non-living things.	The purpose of the lesson is to make learners understand that certain changes in the body parts of living things are evidence of growth.	The purpose of the lesson is to make learners understand why living things respond to the environment.	The purpose of the lesson is to make learners explain how plants and animals reproduce and why there is a need to reproduce its own kind.
Lesson Language Practice			Understand the meaning of the word based on how it was used in the sentence	Understand the meaning of the word based on how it was used in the sentence

			Respond I keep calling him on his cellphone but he does not **respond**. He is probably mad at me.	Reproduce When cats **reproduce**, they give birth to more kittens. Likewise, when a tree **reproduces**, new young trees grow.
During/Lesson Proper				
Reading the Key Idea/Stem	Ask the class, "How do you know if something is alive or not?"	Ask the class, "How do you know that a living thing is growing?"	Ask the class, "How do plants and animals respond to their surroundings?"	Ask the class, "How do living things reproduce?"
Developing Understanding of the Key Idea/Stem	Activity proper 1. Let the learners observe the school grounds and take note of the living and nonliving things in the area 2. Afterwards, have them complete the table where they classify them as living and nonliving. 3. Under guide questions Let them explain why they	Activity Proper (5 days before the class meeting, prepare monggo seeds planted in cotton, then plant seeds the following day until you make batches of 5-day old, 4-day old, 3-day old, 2-day old and 1-day old seeds) 1. Let the class observe the monggo seeds at different stages of germination. Allow them to describe the changes in the monggo seeds.	Activity Proper 1 Tell the class to watch the video on animals and plants and then answer the guide questions. Discuss their answers as well. Let them answer the following questions: 1. After watching the video, what happened to the plants when the source of light is only placed on one end? (It bends towards the light.)	Activity proper 1.Let the learners recall the activity and use the questions for this part. 2.Let them observe the atis and papaya fruits. (The fruits should be cut open to expose the seeds.) Let them answer the question. A sample answer may be *I will plant the seeds from this fruit.* 3. Then introduce them to the camote plant and ask them if they can

	classify the things they say as living 4. Ask them to answer the guide questions and discuss their answers The _____ is a living thing because it grows The _____is a living thing because it moves The _____ is a non-living thing because it does not grow The _____is a living thing because it does not respond to my voice.	2. Let the learners observe pictures of young and adult animals and let them compare their body parts. 3. Ask the learners to answer the questions and discuss their answers. Guide questions 1. What changes do you see as the seedlings grow from Day 1 to Day 2? (There are plant parts growing upward and downward from the seed. The leaves start to come out and continue to grow upward.) 2.What parts of the plant are growing longer or larger each day? (The roots and stems grow longer, and the leaves become larger as the seedling grows.)	2. Why do you think plants must behave this way? What do you think plants need? (Plants need sunlight.) 3. In the video of an anima, what sense did it use? (The animal used its sense of sight.) 4.How does the animal's sense of sight help it to survive? (Its sense of sight helps the animal find food.) 3. Think about a pet or an animal you are familiar with. How does it respond when it sees or smells food? (Example: My pet cat usually looks at me and meows a lot when it asks for food.)	find seeds. Ask them, "How can you make more camote plants?" 4. Let them watch the video about propagating camote stem cuttings. 5. Ask them to answer the guide questions and discuss their answers. Guide questions 1. In what ways can plants make more of its kind? (Plants can be made to reproduce by planting their seeds or their plant parts like leaves or stems.) 2. In what ways do animals reproduce to make more of its kind? (Some animals give birth to live young while other animals lay eggs.)

		3.How do the body parts, like legs or feathers, change as the animal grows and gets older? (As the animal grows and gets older, its body parts become bigger or stronger.) 4.How can you tell that a living thing is growing? (You can tell a living thing is growing when it gets bigger or taller.)		3. Compare the animals with their young. What similarities do you see between the parent and their young? (They look alike or they look similar.) What differences do you notice between the parent and their young? (Their body parts differ in size.)
Deepening Understanding of the Key Idea/ Stem	Ask the class and show a seed (monggo seed) Is this seed a living thing or not? IS it only living when it is planted or is it still living even if not planted? Gather their responses Answer: The seed is still a living thing even if it is not planted	Body parts increase in size and weight when a plant or animal grows. Where does the increase in body size of animals and humans come from? (Sample Answer: It comes from the food we eat.) "Plants are different. They grow by getting	If animals do not have the ability to respond to the things around them, how will it affect their survival? (Sample answer: Their population could decrease if they do not have the ability to sense danger from predators or from calamities like forest fires or wildfires.)	Why do animals and plants need to reproduce? (Plants and animals reproduce so that there will always be plants and animals of their own kind.) If animals and plants do not reproduce, what do you think will happen to the population of animals and plants around us?

	A baby plant or embryo is inside the seed	what they need from water, air (carbon dioxide), and sunlight. Note: This idea can be given as an assignment for learners to explore, as it cannot be elicited from the activity.)	Write the words DARKER and BRIGHTER to make a correct explanation of how plants respond to light. This side is _____  This side is _____	(The population of plants and animals will decrease.)
After/Post-Lesson Proper				
Making Generalizations and Abstractions	Complete the statements filling in the blanks. We know that a thing is a living thing because of what we have observed. These living things can _____, (grow) _____, (move) _____, (breathe) _____, (reproduce) _____,(eat/use energy)	Complete the statement by filling in the blanks. We know that living things grow when their body parts become _____(bigger) or _____(longer). We know that living things grow when they become _____(bigger) or _____(taller)	Complete the statement by filling in the blanks. Plants and animals _____ (respond) to the things around them in order to survive.	Plants can reproduce by planting _____(seeds) from the fruit or by using their _____(plant parts like stems or leaves)

	Note: If learners cannot complete you may add the following: Living things react to surroundings _____ Living things remove waste products _____			
Evaluating Learning	Classify them as living or nonliving: 1. Living (picture of a rooster) 2. nonliving (picture of rocks) 3. living (picture of eggs in a nest) 4. nonliving (picture of bonfire) 5. living (picture of mushroom	Match the young organism with its adult form. Answers 1. C 2. A 3. E 4. B 5. D	Draw how a potted plant will grow if kept at this location. 	Classify the following animals according to how they reproduce: Turtle Lizard Fish Pig Goat Carabao Horse Duck Insects Snake Zebra Crocodile Cow Animals that give to live young Goat Carabao Horse Zebra Pig Animals that lay eggs Turtle Crocodile Lizard

				Fish Insects Duck Snake Plants that can reproduce by seeds sitaw (string beans) sampalok watermelon Plants that can reproduce by plant parts Oregano Mayana Katakataka Camote Potato
Additional Activities for Application or Remediation (if applicable)				
Remarks				
Reflection				

Prepared by:

_____
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