3

DepED
DEPARTMENT OF EDUCATION

Lesson Exemplar for Science

Quarter 2
Week
1

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Lesson Exemplar for Grade 3
Quarter 2: Week 1
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
	Teaching Dates and Time		Quarter	2

	DAY 1	**DAY 2**	**DAY 3**	**DAY 4**
I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES				
A. *Content Standards*	Learners learn that using science process skills, simple pieces of science equipment, and participating in guided activities leads to a better understanding of science.			
B. *Performance Standards*	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 nonliving things in their local environment. They make models and collages of living things and their basic needs.			
C. *Learning Competencies*	The learners use the skills of observing, predicting, and measuring in performing simple guided science activities.			
D. *Learning Objectives*	At the end of the lesson, the learners should be able to describe different kinds of leaves.	At the end of the lesson, the learners should be able to compare objects based on their estimated size and heaviness.	At the end of the lesson, the learners should be able to: 1. describe objects based on their color and shape; and 2. describe objects based on their texture and shape.	At the end of the lesson, the learners should be able to: 1. describe objects based on their color and shape; 2. describe objects based on their texture and shape; and 3. describe objects based on their hardness, texture, and shape.
II. CONTENT	Science in our daily life			
III. LEARNING RESOURCES				

VERSION 1 FOR REFERENCE

A. References	Department of Education. (2023). *MATATAG Curriculum: Science Grades 3-10.* Pasig City: Author Junio, M. M. V. (2017). Use of Importance-Performance Analysis of Learning Competencies and Science Process Skills in Predicting Chemistry Achievement. *Unpublished master's thesis.* University of the Philippines College of Education, Diliman, Quezon City. Padilla, M.J. (1990). The Science Process Skills. Retrieved from https://www.narst.org/publications/research/skill.cfm on October 14, 2015. University of the Philippines National Institute for Science and Mathematics Education Development (UP NISMED). (2002). *Practical Work in Elementary School Science Grade 2 Sourcebook for Teachers.* Diliman, Quezon City: Author			
B. Other Learning Resources	Cambridge University Press. (n.d.). Learner. In Cambridge dictionary. Retrieved on September 19, 2024 from https://dictionary.cambridge.org/us/dictionary/english/weight PAGASA. (n.d.). How a weather forecast is made. Retrieved on June 12, 2024 from https://www.pagasa.dost.gov.ph/learning-tools/how-weather-forecast-made#:~:text=Meteorological%20satellites%2C%20geostationary%20and%20polar,the%20range%20of%20the%20radar www.freepik.com https://dictionary.cambridge.org/us/ Video links: https://www.youtube.com/watch?v=h48BWDeBLno https://www.youtube.com/watch?v=8NqW6kCwmAk Background music: https://www.youtube.com/watch?v=3BTPdeXdLeU			
IV. TEACHING AND LEARNING PROCEDURES				
Before/Pre-Lesson Proper				
Activating Prior Knowledge	[3 minutes] ***Jigsaw Puzzle*** Let the learners solve one jigsaw puzzle of an illustration showing observing. You may call on volunteers. Refer to sample illustrations through this link.	[2 minutes] ***Discuss Day 1 Quiz.*** Part I. Multiple Choice. Write the letter of the correct answer. Use CAPITAL letters only. For items 1-3, look at the illustrations below.	[3 minutes] ***Discuss Day 2 Quiz.*** Ang Misteryosong Bayong. Find out what objects are inside the mystery basket.	[5 minutes] *K-W-L chart.* Ask the learners, "So far, what do you know about describing objects based on their color, texture, and shape? What else do you want to know about it?"

	[Note to the illustrator: The image is from Canva. images can be redrawn] Ask, "What does the first puzzle show? Elicit answers from the learners. Let them recall the process skill of observing which they have learned in the first quarter. *Think-aloud* Ask the learners to share what they have remembered about observing.	 1. Which of the following best describes leaf A? A. It is round. *B. It is heart-shaped.* C. It is needle-shaped. 2. Which leaf has the following descriptions: "It is long, narrow, and pointed." A. leaf A B. leaf B *C. leaf C* 3. Which leaf has a similar shape like the one circled in the drawing below? 	 *Possible answers: Answers may vary. This depends on the given objects.*	Ask the learners to write on the K-W-L chart by answering the K and W columns. Let them write their answers in their notebooks. K: What I know W: What I want to know L: What I learned Their answers may vary.

		A. leaf A *B. leaf B* C. leaf C Part II. Refer to the plant presented by your teacher. Write your answers to the following questions briefly. 4. What is the color of the leaf? *Answers may vary depending on the plant* 5. Is the leaf smooth or rough? *Answers may vary depending on the plant* Then, introduce the lesson purpose by saying, "For today, you will practice using a science process skill in performing simple guided activities."		
Lesson Purpose/Intention	[1 minute] Ask the class what things they see on their way to the school. Elicit 3-4 responses. Then, show a plant that is common in your locality. This can be a	[1 minute] Tell the learners, "In this lesson, you will compare the estimated size and heaviness of objects. You will also perform a simple guided activity to gather	[1 minute] Tell the learners, "In today's lesson, you will describe the color, shape, and texture of different objects."	[1 minute] Tell the learners, "In this lesson, you will continue performing Activity 3 and describe the color, shape, texture, and hardness of different objects."

	photo or an actual plant. Ask the learners, "Have you seen this "thing" on your way to the school from your house?" Gather 2 responses. Further ask, "Do you know what this thing is?" Lead them to understanding that it is an example of a "plant." Tell the learners, "In today's lesson, you will describe familiar things in your surroundings, just like plants."	information on the heaviness of objects."		
Lesson Language Practice	[2 minutes] *Context clues* Ask learners to read the following sentences: 1. Rosario carefully studied her surroundings before crossing the road. 2. Mang Pio waters the plants in the school garden regularly. He does it to ensure that the plants receive enough water for them to grow healthy. 3. Cai, the main	[2 minutes] *Using flashcards* Show photos or illustrations of the following words using flashcards to help learners understand their meaning: 1. heaviness - Show a picture of a heavy object (e.g. a big rock). Say "Heaviness means something weighs a lot, like this rock. It is not easy to lift." 2. identical - Show two matching objects (e.g.,	[2 minutes] *Using context clues and synonyms* Introduce these terms that the learners will encounter in the lesson: 1. texture 2. triangular 3. rectangular Show illustrations of each term and provide context clues and synonyms to reinforce their meaning. You may refer to www.freepik.com for free pictures and https://dictionary.cam	[2 minutes] *Finding unfamiliar terms* Show Parts C and D of *Activity 3* to the learners. You may use a PowerPoint slide for this. Then, ask learners to find unfamiliar terms for them (e.g., hardness). Ask them to write these terms on the board. You may call on volunteers. Then, unlock the meaning of these terms by giving them context clues or synonyms.

	character in the story, made a spear which he used to catch fish. The spear could easily pierced fish because it was sharp and pointed. Then, ask them how they understand the underlined words based on the context clues. Present more context clues until they get the correct descriptions, when needed.	two bananas). Say " Identical means two things look exactly the same, like these bananas." 3. balanced - Show a picture of a seesaw with equal weights on both sides. Say "Balanced means something is steady and equal on both sides, like this seesaw. The weight on both sides is the same, so it stays straight. 4. estimate - Show a picture of someone guessing the number of candies in a jar. Say "Estimate means making a good guess about something, like how many candies are in this jar." 5. compare - Show two different objects side by side, like a *kalamansi* and a guava. Say "Compare means to look at two things and see how they are the same or different like a *kalamansi* or a guava."	bridge.org/us for the definition of the terms. You can present the terms again and let the learners choose from the options the correct synonym.	

		You may refer to www.freepik.com for free pictures and https://dictionary.cambridge.org/us or https://www.merriam-webster.com/for the definition of the terms. After presenting each word, ask the learners "Do you understand what this word means?" Give time for questions and clarifications.		
During/Lesson Proper				
Reading the Key Idea/Stem	[10 minutes] **Activity 1. Leaf Detectives: Investigating the Shape, Color, and Texture of Leaves** Pose this question on the board or use a PowerPoint presentation slide--*How can you describe the things around you?* Make sure that the question is readable or visible to the whole class.	[8 minutes] **Activity 2. Which object is bigger and heavier?** Pose this question on the board or use a PowerPoint presentation slide--*How do we compare the object's estimated size and heaviness?* Make sure that the question is readable or visible to the whole class.	[9 minutes] **Activity 3. Scavenger Hunt-Where are these objects?** Pose this question on the board or use a PowerPoint presentation slide-- *How can you describe the object's color, shape, texture, and hardness?* Ask the learners to read the question. Give them time to think of their own answer, and then	[9 minutes] **Activity 3. Scavenger Hunt-Where are these objects?** Pose this question on the board or use a PowerPoint presentation slide-- *How can you describe the object's color, shape, texture, and hardness?* Ask the learners to read the question. Give them time to think of their own answer, and then

	Ask the learners to read the question. Give them time to think of their own answer, and then elicit 1-2 response/s from them. Then, tell them that they will perform *Activity 1* to gather more information and be able to answer the question based on evidence. *Pre-activity* ● Before this activity, prepare the materials needed. If any suggested materials are unavailable, use alternative materials. Note that each group must be given two different kinds of leaves, labeled leaf 1 and leaf 2. You may have the same or different setup of leaves for the five groups depending on	Ask the learners to read the question. Give them time to think of their own answer, and then elicit 1-2 response/s from them. Then, tell them that they will perform *Activity 2* to gather more information and be able to answer the question based on evidence. *Pre-activity* ● Before this activity, prepare the materials needed. If any suggested materials are unavailable, use alternative materials. ● Retain the five groupings. Instruct them that they will perform Part A per group and Part B as a class. Note that for Part A, there are only two stations. ● Do a pre-activity discussion that will focus on the	elicit 1-2 responses from them. Then, tell them that they will perform *Activity 3* to gather more information and be able to answer the question based on evidence. *Pre-activity* ● Before this activity, prepare the materials needed. If any suggested materials are unavailable, use alternative materials. ● Retain the five groupings. Instruct them that they will only perform Parts A and B today. They will perform Part A-individually and Part B-per pair (they may select their partner). Inform them that Parts C and D will be done tomorrow. ● Do a pre-activity discussion that will focus on the objectives of the	elicit 1-2 responses from them. Then, tell them that they will continue performing *Activity 3.*, Parts C and D, which will be done per group. *Pre-activity* ● Before this activity, prepare the materials needed. If any suggested materials are unavailable, use alternative materials. ● Retain the five groupings. ● Do a pre-activity discussion that will focus on the objectives of the activity and safety precautions. Safety precautions: o Keep the work area clean before, during, and after the activity. o Never taste anything unless told to do so by the teacher. o Ask when in doubt.

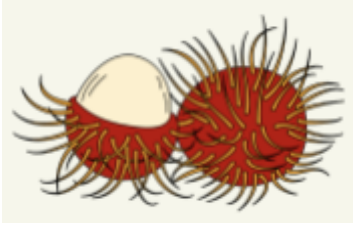
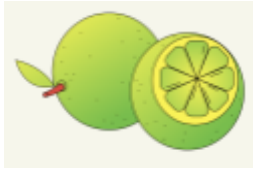
	the available leaves in your community. ● Divide the class into five groups. ● Do a pre-activity discussion that will focus on the objectives of the activity and safety precautions. Safety precautions: o Keep the work area clean before, during, and after the activity. o Never taste anything unless told to do so by the teacher. o Ask when in doubt. o Report any accident to the teacher. ● Orient the learners that they will perform the activity per group but they need to answer the activity guide questions individually in their notebooks. ● Let the learners ask questions before the conduct of the activity.	objective of the activity and safety precautions. Safety precautions: o Keep the work area clean before, during, and after the activity. o Never taste anything unless told to do so by the teacher. o Ask when in doubt. o Report any accident to the teacher. ● Let the learners ask questions before the conduct of the activity.	activity and safety precautions. Safety precautions: o Keep the work area clean before, during, and after the activity. o Never taste anything unless told to do so by the teacher. o Ask when in doubt. o Report any accident to the teacher. ● Let the learners ask questions before the conduct of the activity.	o Report any accident to the teacher. ● Let the learners ask questions before the conduct of the activity.

Developing Understanding of the Key Idea/Stem	[21 minutes] *Activity Proper* *1.* Let the learners perform *Activity 1: Describing the things around me* *2.* Make sure learners' observations will be written in their notebooks. *Post-Activity* 1. Discuss the answers to activity guide questions. PowerPoint presentations can be used to facilitate the discussion, when possible. 2. Discussion of answers can be done through the *Thinking Hat* strategy- • Let the learners arrange themselves in a big circle. • Assign one learner to wear the hat. • Play the music and instruct learners that while the music is being played, they must wear and pass the hat to the next	[20 minutes] *Activity Proper* 1. Let the learners perform *Activity 2: Which object is bigger and heavier?* 2. Make sure learners' observations will be written in their notebooks. *Post-Activity* 1. Discuss the answers to activity guide questions. PowerPoint presentations can be used to facilitate the discussion, when possible. 2. In the interest of time, call on one to two groups to share their explanations with the class. Volunteers may also be called to share their answers. 3. Give opportunities for the learners to justify their answers. 4. Encourage the learners to ask questions and clarify	[25 minutes] *Activity Proper* 1. Let the learners perform *Activity 3. Scavenger Hunt-Where are these objects?* 2. Make sure learners' observations will be written in their notebooks. Note: Only Parts A and B will be performed by the learners today. Inform the learners that the activity will be continued in the next meeting.	[15 minutes] *Activity Proper* 1. Let the learners continue performing *Activity 3. Scavenger Hunt-Where are these objects?* 2. Make sure learners' observations will be written in their notebooks. *Post-Activity* 1. Discuss the answers to activity guide questions. PowerPoint presentations can be used to facilitate the discussion, when possible. 2. In the interest of time, call on one to two groups to share their explanations with the class. Volunteers may also be called to share their answers. 3. Give opportunities for the learners to justify their answers. 4. Encourage the learners to ask

	learner. Rotation can be counterclockwise. • Once the music stops, the learner who wears the hat will answer one pre-selected question. After answering the question, ask the learner which skill is used to answer the question. Let the learners explain their answers. (Click this for the suggested music.) Possible answers to the guide questions: Q1. What is the shape of leaf 1? Q2. What is the color of leaf 1? Q3. How does leaf 1 feel when you touch it? Is it smooth or rough? Q4. What is the shape of leaf 2? Q5. What is the color of leaf 2?	their ideas throughout the lesson. Possible answers to the guide questions: Part A. Q1 to Q3 *Answers may vary* Part B. Q4. Which bottle is heavier? *None* Q5. Why do you think so? *The two bottles are balanced* Q6. Which bottle is heavier? *Bottle A* Q7. Why do you think so? *Bottle A moved down and bottle B moved up.* Q8. Which bottle is heavier? *Bottle B* Q9. Why do you think so? *Bottle B moved down and bottle A moved up.* Q10. Which science process skill did you use? *Observing* Q11. How did you use it? *I used my sense of sight to note which bottle would move up or down.*		questions and clarify their ideas throughout the lesson. Possible answers to the guide questions: Q1 to Q10. *Answers may vary (These depend on the available objects used.)* Emphasize in the discussion that you can describe the color, shape, texture, and hardness of the objects using your senses and applying your skill in observing. Highlight also the following ideas: • Through the sense of sight, you can describe the color and shape of the objects using your eyes. • Through your sense of touch, you can feel the shape, texture (smooth or rough), and hardness (soft or

	Q6. How does leaf 2 feel when you touch it? Is it smooth or rough? *The answers may vary for Q1 to Q6 depending on the given leaves per group.* Emphasize in the discussion that plant leaves vary in shape, color, and texture. Show them again the leaves used in the activity and ask them to describe the color, shape, and texture of the leaves. Reiterate that they can describe these things because they used their skill in observing. Highlight the following concepts: • Through the sense of sight, you can see the different shapes of the leaves.. They can be heart-shaped, spear-shaped, oval-shaped, needle-shaped, hand-shaped,	Highlight in the discussion that you can estimate the size and heaviness of the objects using your observing skill through your senses. Emphasize also the following concepts: • Through the sense of sight, you can estimate the size (small or large) of the objects using your eyes. • Through the sense of touch, you can also estimate the size and "heaviness" (light or heavy) of the objects using your skin. Point out that "weight" is a more precise scientific term that can be used to denote the "heaviness" of objects.		hard) of the objects using your skin.

	triangle-shaped, and round. (Note: You can show photos or actual samples of leaves that are common in your community and let the learners describe their shapes.) • Through the sense of sight, you can see the different colors of the leaves. (Note: You can show again the photos or actual samples of leaves that are common in your community and let the learners describe the color of each.) • Through the sense of touch, you can feel the different shapes of the leaves and their texture (smooth or rough). (Note: You can show again the photos or actual samples of leaves that are common in your community and let the learners describe the shape			

	and texture of each just by touching.)			
Deepening Understanding of the Key Idea/ Stem	[3 minutes] Let the learners look around their surroundings. Ask them, "Other than plants, what are the things around you? Can you describe the color, shape, and texture of those things?" You may call on 3 volunteers to share their answers. Lead them to understand that there are many things around them, and they can describe each when they carefully observe their surroundings.	[5 minutes] *Estimation Challenge* Given the different materials used in Activity 2, ask learners to arrange everything from smallest-lightest to largest-heaviest. You may call on volunteers to do this and show their arrangements in the class. Ask learners to briefly explain how they come up with the arrangement. Lead them to understanding that comparing the estimated size and heaviness of objects can be helpful in performing activities as it allows them to make observations, gather information, and guide them in making	[5 minutes] Ask the learners, "Which activities at home have you used your sense of sight and sense of touch to describe the object's color, shape, and texture?" You may further ask, "Can you think of games that you made use of your skill in describing the object's color, shape, and texture?" Let the learners share their answers.	[5 minutes] Show actual or pictures of common fruits in your locality. A picture of *rambutan* and *calamansi* can be shown for example.  *rambutan*  *calamansi* **[Note to the illustrator: These images are from Canva; can be redrawn]** Through *Think-Pair-Share*

		conclusions or decisions.		strategy, let each pair describe the color, shape, texture, and hardness of these fruits. You may call on 2-3 pairs to share their answers. They may say that the rambutan is orange-red, slightly oval with hair-like things covering the skin. The texture of the outer skin is hairy while its flesh is smooth. The skin is a bit hard while the flesh is soft. Note that fruits are used here as examples. You may introduce that in this quarter, they will learn more about the characteristics of the things around them.
After/Post-Lesson Proper				
Making Generalizations and Abstractions	[3 minutes] Ask the learners to explain their answer to this question: *How can you describe the things around you? Cite specific example/s.*	[3 minutes] *Ask the learners to answer this question:* *How do we estimate an object's size and heaviness?*	Note: This can be facilitated on Day 4.	[3 minutes] *Ask the learners to explain their answer to this question:* *How were you able to describe the color, shape, texture, and*

<table>
<tr>
<td></td>
<td>Possible answer:
By carefully observing the surroundings using my senses, I can describe the things around me. [Examples may vary; sample answer: The flower of the papaya plant is white and its leaves are hand-shaped.]</td>
<td>Possible answer:
We can estimate an object's size and heaviness by using our senses, particularly the sense of sight and touch.</td>
<td></td>
<td>hardness of the objects that we used in the activities?

Possible answer:
Through my sense of sight and my sense of touch, I was able to describe the color, shape, and texture of the objects used in the activities.

After the discussion of learners' answers to the key idea, ask them to complete their K-W-L chart by reviewing the K and W columns and answering the question "What I learned" in the L column.

<table>
<tr><th>K
What I know</th><th>W
What I want to know</th><th>L
What I learned</th></tr>
<tr><td></td><td></td><td></td></tr>
</table>
Answers may vary</td>
</tr>
<tr>
<td>Evaluating Learning</td>
<td>[2 minutes]
• Before the assessment, prepare an actual plant that</td>
<td>[4 minutes]
• Before giving the assessment, prepare the "Misteryosong</td>
<td>*Note: This can be facilitated on Day 4.</td>
<td>[5 minutes]
• Give the assessment to the learners.
• Discuss the answers.</td>
</tr>
</table>

	is familiar to all the learners. • Give the assessment to the learners. • Make sure that the plant's position is visible to all the learners. Let them touch the actual leaves, when possible. (Note: When an actual plant is unavailable, its photo can be shown and projected on the board. Make sure that the color of the leaves can be clearly seen and the leaves' texture is obvious to be either smooth or rough.) • Collect learners' answers and inform them that the discussion of the answers will be done at the next meeting.	Bayong." This basket contains 5 objects with different sizes and heaviness. These objects can be vegetables and fruits that are readily available in your community. • Instruct the learners that they will perform the assessment as a class. • Ask for 5 volunteers to reach the objects inside the "mystery" basket without looking. They can be blindfolded. Let them describe the estimated size and heaviness of the objects by comparing each object. They have to come up with the arrangement of the objects from smallest and lightest to largest and heaviest. Ask them to place their arrangements on a table.		*Possible answer: The marble has swirls of green, orange, and yellow colors. It is round, smooth, and hard. [This is based on the kind of marble or object shown.]*

		• The learners who are not blindfolded can write their answers in their notebooks based on the descriptions given by their classmates. • Process learners' answers next meeting.		
Additional Activities for Application or Remediation (if applicable)				
Remarks				
Reflection				

Prepared by:

_____
Subject Teacher

Reviewed by:

_____
Master Teacher/Head Teacher

Approved by:

_____
School Head

VERSION 1 FOR REFERENCE