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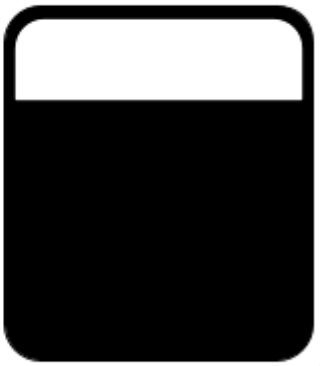
DEPARTMENT OF EDUCATION



Learning Activity Sheet for Science Grade 3
Quarter 2: Week 2
SY 2024-2025

Development Team

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LEARNING ACTIVITY SHEET

Learning Area:	**Science**	**Quarter:**	**2**
Week:	**2**	**Day:**	**1**
Lesson Title/ Topic:	**Science Process Skills**		
Name:		**Grade & Section:**	**3**

Activity 1: Leaf Detectives: How do I measure the length and width of leaves?

Objective: At the end of the activity, you should be able to measure the length and width of leaves using a measuring tool.

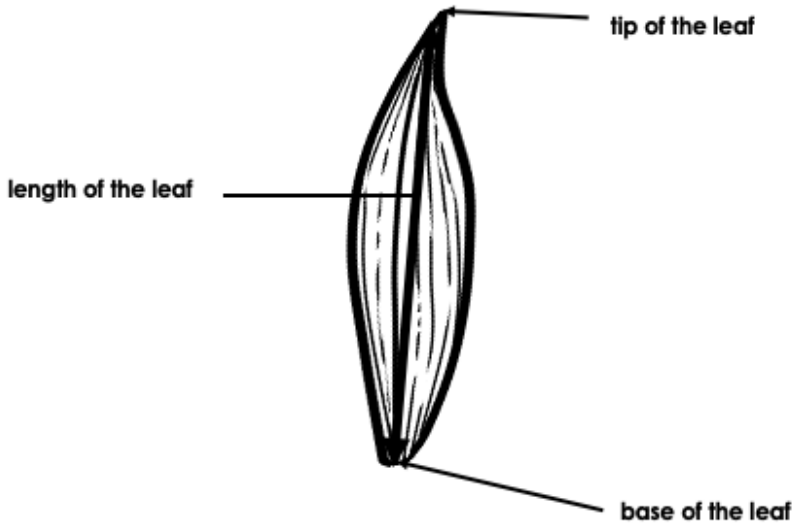
Materials Needed:
(per learner)
notebook, pen, ruler, fresh leaf (such as corn or rice)

Duration: 20 minutes

What to Do:

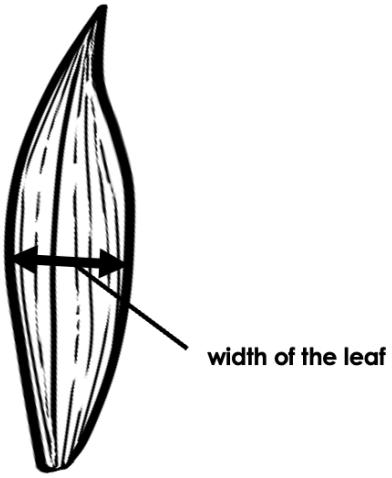
Part A. (Per learner)

1. Place the leaf on a flat surface.
2. Using a ruler, get the length of your leaf. Refer to the sample illustration.



Note: You must align the "0" mark of the ruler from one end of the longest part of the leaf (either the tip or base) to the other end to get its length (L).

3. Observe how your teacher models it.
   Q1. What is the length of your leaf in millimeters (mm)?
   Q2. What is its length in centimeters (cm)?
4. Next, get the width of your leaf. Leaf width (W) is the measurement of how far apart the edges of a leaf are at its widest part. To measure it, you draw a straight line across the widest part of the leaf, from one side to the other. Refer to the sample illustration below.



Note: You must align the "0" mark of the ruler from one edge across the other edge of the widest part of the leaf.

5. Observe how your teacher models it.
   Q3. What is the width of your leaf in millimeters (mm)?
   Q4. What is its width in centimeters (cm)?

Part B. (Per pair)

1. Exchange leaf with your partner.
2. Place the leaf on a flat surface.
3. Determine the length and width of this leaf in millimeters (mm) and centimeters (cm).
4. Write your answers in your notebook following the table format below.

Object	What is its length in mm?	What is its length in cm?	What is its width in mm?	What is its width in cm?
leaf				

   Q5. Compare your measurements with your partner's. Did both of you get the same results?
5. Return the leaf to your partner.

Notes for Facilitators:

- Before doing the activity, prepare the materials needed. You may select two different leaves.
- Let the learners ask questions before the conduct of the activity.

Assessment:

Write your answers on a sheet of paper.

Multiple Choice. Write the letter of the correct answer. Use CAPITAL letters only.

1. What measuring tool can accurately measure the length and width of leaves?
   A. ruler
   B. hand span
   C. paper clips

For items 2-3, look at the illustrations below.

X Y Z

2. Which diagram shows the correct arrow for the length of the leaf?
   A. X
   B. Y
   C. Z
3. Which diagram shows the correct arrow for the width of the leaf?
   A. X
   B. Y
   C. Z

4. Which of the following statements is a correct step in measuring the length of the leaf?
   A. Place the ruler across the widest part of the leaf.

B. The "1" mark of the ruler must correspond to the edge of the leaf.

C. Place the ruler from one end of the longest part of the leaf (either the tip or base) to the other end.

5. All the following statements are true, EXCEPT--

A. A ruler may be placed on a curved surface when measuring the width of leaves.

B. The length and width of leaves can be measured in millimeters and centimeters.

C. Everyone can use their measuring skills to determine the length and width of leaves.

Extension/Differentiation:

- More leaves that the learners are familiar with can be studied.

LEARNING ACTIVITY SHEET

Learning Area:	**Science**	**Quarter:**	**2**
Week:	**2**	**Day:**	**2**
Lesson Title/ Topic:	**Science Process Skills**		
Name:		**Grade & Section:**	**3**

Activity 2: Leaf Detectives: Which leaf is longer and wider?

Objective: At the end of the activity, you should be able to compare the length and width of leaves based on their measurements.

Materials Needed:
(per learner)
notebook, leaf, drawing materials (e.g., pencil, crayons)

(per group)
ruler, marker

Duration: 20 minutes
What to Do:

Part A.

1. Bring out the individual leaf from each member.
2. Place the leaves on the table.
3. Label them 1 to 5 using a marker.
4. Draw each leaf in your notebook following the data table format.

Data Table

Leaf	Drawing	What is its length in cm?	What is its width in cm?
1			
2			

3			
4			
5			

5. Using the ruler, get the length of each leaf in centimeters (cm).
6. Write your answers in your data table.
7. This time, get the width of each leaf in centimeters (cm).
8. Record your answers in your data table.

Part B. Refer to your data table.

Q1. What is the arrangement of the leaves from shortest to longest? Use the labels (e.g., 1-2-3-4-5).

Q2. Which leaf is the longest?

Q3. What is the arrangement of the leaves from narrowest to widest? Use the labels (e.g., 2-4-3-1-5).

Q4. Which leaf is the widest?

Notes for Facilitators:

- Before doing the activity, prepare the materials needed. You may select five different leaves.
- Let the learners ask questions before the conduct of the activity.

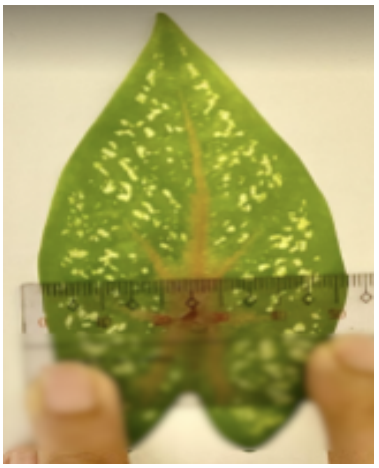
Assessment:

Multiple Choice. Write the letter of the correct answer on a sheet of paper. Use CAPITAL letters only.

For items 1-3, look at the photos below.

Leaf A

Leaf B



Leaf C

(Images source: Maria Michelle V. Junio)

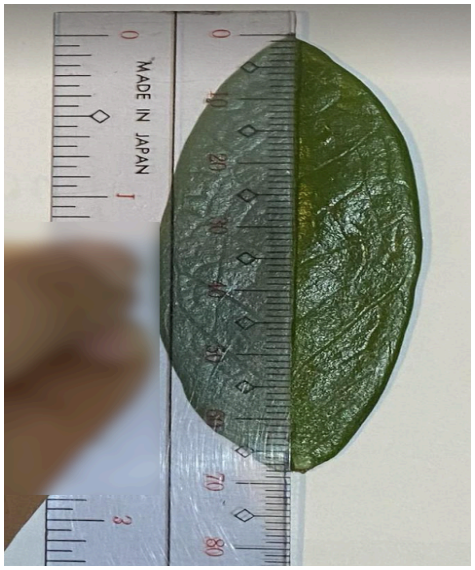
1. Which is true for Leaf A?
   A. It is 30 cm wide.
   B. It is the narrowest.
   C. It is wider than Leaf B.

2. Which of the following best describes Leaf C?
   A. It is the widest.
   B. It is the longest.
   C. It is the smoothest.

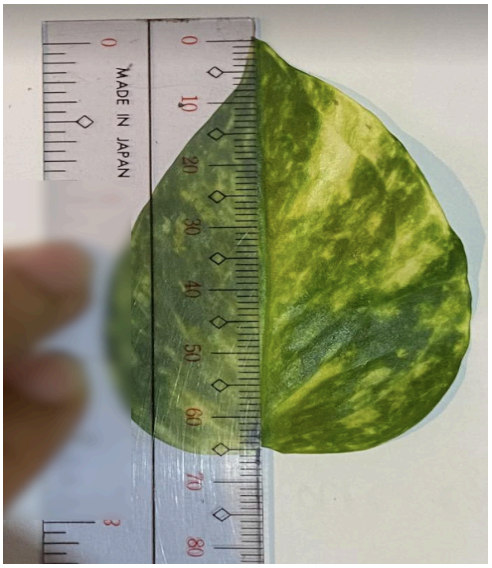
3. Which of the following statements is correct?
   A. Leaf A is wider than Leaf B.
   B. Leaf B is wider than Leaf C.

C. Leaf C is wider than Leaf A.

4. Compare the two leaves below.



Leaf X



Leaf Y

(Image source: Maria Michelle V. Junio)

Which of the following best describes the two leaves?

A. Leaf X is wider than Leaf Y.
B. Leaf X is longer than Leaf Y.
C. Leaf Y is longer than Leaf X.

5. What do you measure when you want to compare the size of leaves?
   A. shape
   B. color and texture
   C. length and width

Extension/Differentiation:

- More varied leaves can be measured.

LEARNING ACTIVITY SHEET

Learning Area:	**Science**	**Quarter:**	**2**
Week:	**2**	**Day:**	**3**
Lesson Title/ Topic:	**Science Process Skills**		
Name:		**Grade & Section:**	**3**

Activity 3: Spot the Pattern: Can you arrange the events?

Objective: At the end of the activity, you should be able to arrange the sequence of events based on observed patterns.

Materials Needed:
(per group)
a sheet of bond paper, drawing materials (e.g., pencil, crayons)

Duration: 20 minutes

What to Do:

1. Read the story about the life of a farmer.

The Life of a Farmer

Mang Eddie is a farmer who lives in the province. Every day, he follows the same routine. Early in the morning, he takes his tools to the farm. He plows the soil, removes the

weeds, waters the crops, and plants seeds. In the afternoon, he harvests the ripe crops, and prepares the products for selling. In the evening, he goes home, eats dinner with his family, and cleans his tools.

Q1. The story presents a sequence of events in the life of a farmer. Arrange the following pictures to show the observed patterns in the farmer's life. Place the numbers 1-4 in the boxes, with 1 representing the first activity and 4 representing the last activity, next to the pictures you think are part of the events.

Q2. Which two illustrations are not part of the sequence of events in the life of Mang Eddie? Why do you say so?

Q3. What pattern did you observe about farming based on the story?

2. Refer again to the story.

Q4. If you could continue the story, which activity would you add to the sequence of events? Why?
Q5. Draw it on the bond paper and describe it.

Notes for Facilitators:

- Before doing the activity, prepare the materials needed.
- Let the learners ask questions before the conduct of the activity.

Assessment:

True or False. Write "True" if the statement is correct and "False" if it is incorrect. Write your answers on a sheet of paper.

1. A pattern is a general trend in the collected information.
2. Understanding the pattern of events can help you solve farming problems only.
3. We need to find a pattern first before we can make careful observations.
4. Finding a pattern can give you an idea of what is coming next.
5. The sequence of events can be different depending on the situation.

Extension/Differentiation:

- Additional activities can be prepared, such as arranging the sequence of steps for cooking or fishing.

LEARNING ACTIVITY SHEET

Learning Area:	**Science**	**Quarter:**	**2**
Week:	**2**	**Day:**	**4**
Lesson Title/ Topic:	**Science Process Skills**		
Name:		**Grade & Section:**	**3**

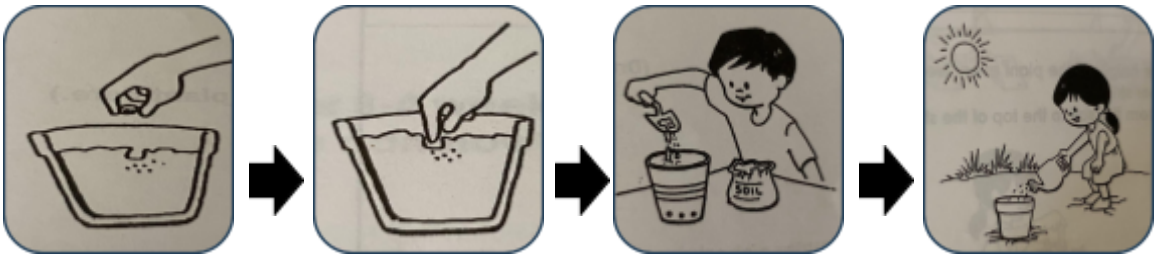
Activity 4: Pattern Spotter: What's Next?

Objective: At the end of the activity, you should be able to make predictions of events based on observed patterns.

Materials Needed:
(per learner)
notebook, drawing materials (e.g., pencil, crayons)

Duration: 15 minutes

What to Do:
1. Look at the illustrations below.



(a) (b) (c) (d)

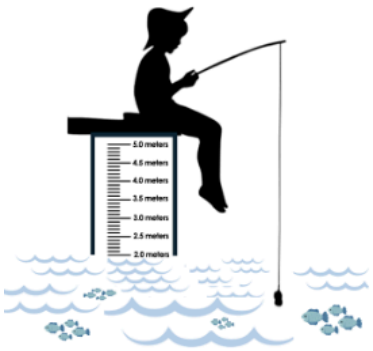
Notes about the illustrations: (a) Preparing a pot with soil (b) Planting a seed (c) Adding soil in the pot with seed (d) Placing the pot with seed in a sunny place and watering it regularly (Images source: UP NISMED, 2002) [Note for the illustrator: These images are from UP NISMED (2002). These can be redrawn to include the girl learner in all the illustrations.]

Q1. What main activity is shown in these pictures? Why do you say so?

Q2. What is most likely to happen after illustration **(d)**?

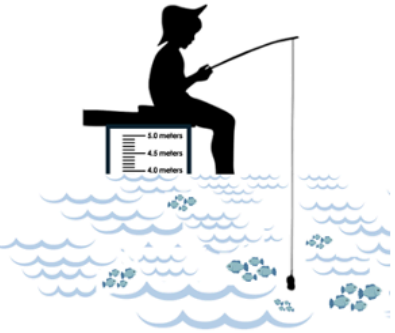
Q3. Draw it and explain your answer.

2. Pio loves fishing from morning until afternoon at their local community's fishing ground. One day, while fishing, he observed the change in the water level. Look at the illustrations below.

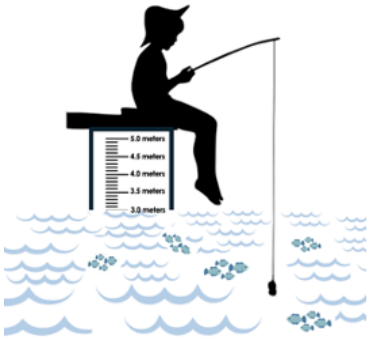


8 am

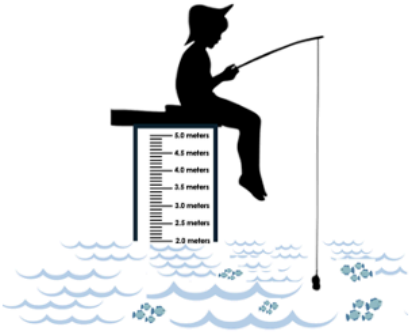
10 am



12 pm



2 pm



4 pm

?

5 pm

?

6 pm

[Note to the illustrator: Show a picture of a girl fishing with a similar post to the image (from Canva). At 8 am, the water level is at 2 meters, at 10 am the water level is at 3 meters, at noon the water level is at 4 meters, at 2 pm, the water level is at 3 meters, at 4 pm the water level is at 2 meters.]

Q4. What pattern did you notice in the water level?
Q5. What might the water level be at 5 pm?
Q6. Draw what could happen to the water level at 6 pm.
Q7. Explain your answer.

Notes for Facilitators:

- Before doing the activity, prepare the materials needed.
- Let the learners ask questions before the conduct of the activity.
- During the activity, make sure to guide the learners' performance.

Assessment:

Prepare your baby picture, mirror, bond paper, and drawing materials.

1. Look closely at your picture when you were a baby.
2. Now, look closely at yourself in the mirror.
3. Predict how you would look 10 years from now.
4. Draw yourself on the bond paper and describe your possible appearance.
   Question: Would you look the same 10 years from now? Why or why not?

Extension/Differentiation:

- Additional setups or photos that will enable learners to predict can be presented (e.g., predicting the burning time of a candle, predicting what time it could be based on the length of an object's shadow).