

Grade 3 Term 2, Week 6 LESSON PLAN

Name of Lesson	Basic Needs of Living Things				
Learning Area/s	Science				
Designed by Teacher/s	Depedlibre				
Designed for which Grade Level and Section	Grade 3				
No. of Sessions	Session 1: Needs of Humans and Animals	Session 2: Needs of Plants	Session 3: Living Things Depending on Each Other	Session 4: Living Things Depending on the Environment	Session 5: Caring for the Environment and Living Things
References (books, websites, toolkits, etc.)	DepEd Science 3 LM & TG; MATATAG Science Curriculum Guide; Local Ecosystem Observation Guide.	Science 3 Learner's Manual; Photos of various plant habitats; School garden.	Video clips on food chains (pollination); Science 3 Textbook.	Pictures of different habitats (forest, ocean, farm); Local community resources.	Environmental Protection posters; Science 3 Reviewers; MATATAG Activity Sheets.
Declaration of	Artificial Intelligence (AI) tools were used to assist in the preparation of this lesson plan, particularly in generating ideas, improving clarity of				

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AI use	instructions, and organizing learning activities aligned with MATATAG competencies. All AI-assisted outputs were carefully reviewed, validated, and contextualized by the teacher to ensure accuracy, appropriateness, and alignment with DepEd standards.				
Intentions.	Meaningful learning experiences are anchored in how we frame them. Start by deciding what you want learners to master by the end of the lesson - keep it clear and simple. Remember: Understanding your learners' evolving context and designing around it help ensure that your lessons connect with and are relevant to them.				
Learning Competency:	MATATAG Competency: Observe examples and explain how living things depend on one another and on the environment to meet their basic needs. Content Standard: The learners demonstrate understanding of how living things depend on their environment for survival. Performance Standard: The learners should be able to practice simple ways of taking care of the environment.				
Learning Objectives:	Identify the basic needs of humans and animals for survival (food, water, air).	Identify the basic needs of plants (sunlight, water, air, soil) and compare them with animals.	Explain how living things depend on each other (e.g., animals eating plants, insects pollinating flowers).	Describe how the environment provides for the needs of living things (shelter, space, and resources).	Propose and practice ways to help living things meet their needs by protecting the environment.
Learner Context:	Grade 3 learners are naturally curious about their surroundings. They learn best through direct observation and concrete examples. Most students in this section come from a community with access to a school garden or nearby farm, but some may have misconceptions about what constitutes a "need" versus a "want." They respond well to collaborative group work and visual aids.				

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Learning Experience.	A learning experience is like a thoughtfully designed journey. Each activity and interaction builds towards meaningful understanding and growth. Identify activities and interactions to help learners gain knowledge, skills, or understanding in a purposeful way.				
Pre-Lesson:	"Breath Check": Ask students to hold their breath for 5 seconds. Discuss why we need air.	"The Wilting Plant": Show two plants—one healthy and one wilting. Ask: What is missing?	"Who Eats Whom?": Show a picture of a caterpillar and a leaf. Ask: Why is the caterpillar there?	"Home Sweet Home": Show pictures of a bird's nest and a fish tank. Ask: Why do they live there?	"Imagine a World": Ask students what would happen if all the water in the river turned black.
Flow:	Flow S1 Introduction: Present a "Survival Bag" containing a water bottle, bread, and a picture of air. Ask which is most important. Instructional Procedure: Discuss the three core needs: Food (Energy), Water (Hydration), Air (Oxygen). Use a Venn Diagram	Flow S2 Introduction: Review the needs of animals. Ask: Do plants eat Jollibee? How do they get food? Instructional Procedure: Explain Photosynthesis in simple terms: Sunlight, Water, Air, and Soil. Use the acronym S.W.A.S.	Flow S3 Introduction: Show a picture of a bee on a flower. Ask: Is the bee stealing or helping? Instructional Procedure: Explain Interdependence. Animals eat plants (food). Plants need animals (pollination/se ed dispersal). Humans need both.	Flow S4 Introduction: Discuss where students live. Ask: Can a fish live in your bedroom? Why not? Instructional Procedure: Define Habitat. Explain that the environment provides shelter (protection) and space (room to grow).	Flow S5 Introduction: Review all needs discussed during the week. Instructional Procedure: Discuss how human actions (pollution, cutting trees) affect the basic needs of other living things. Activity: "Guardian of Nature" -

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	to show similarities between humans and pets. Activity: "My Pet's Needs" - Students draw a pet and label what it needs to stay alive. Synthesis: Recap that without these three, animals and humans cannot survive for long.	Activity: "Plant Doctor" - Groups are given "sick" plant scenarios (e.g., kept in a dark box) and must prescribe what the plant needs. Synthesis: Emphasize that plants make their own food using the environment.	Activity: "The Web of Life" - Students use yarn to connect themselves (role-playing as plants/animals) to show connections. Synthesis: Explain that if one part of the web is broken, others are affected.	Activity: "Habitat Match-Up" - Match animals to their specific environment (Forest, Ocean, Desert) and list what that environment provides. Synthesis: Conclude that the environment is a provider of all basic needs.	Create a simple poster or slogan on how to protect a local habitat (e.g., "Don't throw trash in the river"). Synthesis: Reflection on the role of Grade 3 students as stewards of the environment.
Learning Resources:	Chart of Human/Animal Needs, Drawing materials.	Two potted plants, Flashcards (Sun, Water, Air, Soil).	Ball of yarn, Picture cards of insects, birds, and plants.	Diorama materials or Habitat pictures, Worksheet.	Art paper, crayons, Recycled materials for posters.
Opportunities for integration:	Health: Importance of clean water and nutritious food.	Math: Measuring plant growth in centimeters.	EsP: Showing kindness and care for living creatures.	Araling Panlipunan: Identifying local landforms and water forms.	Arts: Creating visual messages for advocacy.
Assessment.	Formative	Formative	Formative	Formative	Formative

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	Assessment S1:	Assessment S2:	Assessment S3:	Assessment S4:	Assessment S5:
	1. Which of the following is a basic need of all animals? A. Toys B. Water C. Clothes D. Television 2. Why do humans need to breathe air? A. To smell flowers B. To get oxygen to live C. To blow bubbles D. To stay cool 3. What provides energy for animals to move and grow? A. Sleep B. Food C. Sunlight D. Rocks 4. Which is NOT a basic survival need? A. Air B. Water C. Video games D. Food 5. What happens if a	1. What do plants need from the sun to make food? A. Heat only B. Light C. Color D. Wind 2. Which part of the environment do plants usually get water and minerals from? A. Clouds B. Soil C. Moon D. Insects 3. Unlike animals, plants can...? A. Walk to find food B. Make their own food C. Live without air D. Bark 4. What will happen to a plant kept in a dark closet for weeks? A. It will turn blue B. It will grow healthy C. It will wilt and die D. It will	1. How do humans depend on plants? A. For oxygen and food B. To do their homework C. To walk their dogs D. For internet 2. Why do bees visit flowers? A. To play B. To get nectar and help pollination C. To sleep D. To hide from the sun 3. An herbivore is an animal that depends on ____ for food. A. Rocks B. Other animals C. Plants D. Sand 4. Birds use trees for...? A. Swimming B. Building nests and shelter C. Making fire D. Cooking food	1. A place where a living thing lives and gets its needs is called a...? A. Factory B. Habitat C. Market D. Playground 2. Why can't a cactus live in the middle of the ocean? A. It likes salt B. It is not its natural habitat C. It wants to swim D. It needs more fish 3. What does a forest provide for a monkey? A. A bed B. Food and shelter C. Television D. Shoes 4. Which environment provides salt water for whales? A. River B. Pond C. Ocean	1. What is the effect of water pollution on fish? A. They grow bigger B. They lose their home and may die C. They learn to fly D. They like the trash 2. Cutting down too many trees (deforestation) destroys the ____ of birds. A. Food B. Shelter C. Both A and B D. Neither A nor B 3. How can Grade 3 students help living things? A. By throwing trash in the river B. By planting trees and cleaning surroundings C. By pulling out small plants for fun D. By

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	living thing has no water for a long time? A. It grows faster B. It becomes stronger C. It may die D. It turns into a plant	grow flowers 5. Which gas do plants need from the air to make food? A. Oxygen B. Carbon Dioxide C. Helium D. Nitrogen	5. Interdependence means...? A. Living alone B. Depending on each other C. Fighting for food D. Not needing anything	D. Lake 5. Space is a basic need because...? A. Living things need room to grow and move B. It is dark C. It has stars D. It is cold	wasting water 4. Why should we protect the environment? A. To keep the Earth beautiful and healthy for all B. Because the teacher said so C. To get high grades only D. To buy more toys 5. Which of these is a good practice? A. Burning plastic B. Using a refillable water bottle C. Leaving the faucet running D. Killing insects for no reason
Ways Forward.	Meaningful learning can also happen beyond the classroom - for both the learners and the teacher. Pause and reflect on what happened today.				
Extended learning opportunities:	Students can observe a 1-square meter patch of grass at home and	Home activity: Help water the plants at home and observe where they are	Watch a short nature documentary (with parental guidance)	Visit a local park or farm with parents and identify the "shelters"	Create a "Family Habit" list to save water or reduce plastic

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	list the living things they see and what they are doing.	placed (sunny or shady area).	about how animals help plants.	used by animals.	use at home.
Reflections:	(To be filled out after the lesson) Reflection Prompt: Did the students identify the difference between a "need" and a "want" during the discussion?	(To be filled out after the lesson) Reflection Prompt: Were the students able to explain why soil is important for most plants?	(To be filled out after the lesson) Reflection Prompt: How well did the "Web of Life" activity illustrate the concept of interdependence?	(To be filled out after the lesson) Reflection Prompt: Did students understand that "space" is as important as "food"?	(To be filled out after the lesson) Reflection Prompt: Are the students showing more care for the school garden after this lesson?
Prepared by:	Depedlibre, Teacher	Checked by:	Juan Dela Cruz, Principal / Head		