 <p><b>MATATAG</b> K to 10 Curriculum Weekly Lesson Log</p>	<b>School:</b>		<b>Grade Level:</b>	<b>3</b>
	<b>Name of Teacher</b>		<b>Learning Area:</b>	<b>SCIENCE</b>
	<b>Teaching Dates and Time:</b>	<b>JULY 14 - 18, 2025 (WEEK 5)</b>	<b>Quarter:</b>	<b>First</b>

	<b>DAY 1</b>	<b>DAY 2</b>	<b>DAY 3</b>	<b>DAY 4</b>
<b>I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES</b>				
<i>A. Content Standards</i>	Learners learn that physical properties of materials determine their use.			
<i>B. Performance Standards</i>	Learners demonstrate simple science processes to explore common local materials, their physical properties and uses.			
<i>C. Learning Competencies</i>	The learners explain that changes in materials can be harmful to living and nonliving things in the environment, such as trash disposal, and burning household materials			
<i>D. Learning Objectives</i>	Describe the changes that happen in materials when they are thrown away.	Describe the changes that happen in household materials when they are burned.	Explain the harmful effects of improper trash disposal and burning household materials on humans.	Explain the harmful effects of improper trash disposal and burning household materials on the environment.
<b>II. CONTENT</b>	<b>Materials and their Uses</b>	<b>Materials and their Uses</b>	<b>Materials and their Uses</b>	<b>Materials and their Uses</b>
<b>III. LEARNING RESOURCES</b>				

<i>A. References</i>	Department of Education. 2015a. "Chapter 1: Properties of Matter." In SCIENCE - Grade 4 Learner's Material Quarter 1: Matter,	Department of Education. 2015a. "Chapter 1: Properties of Matter." In SCIENCE - Grade 4 Learner's Material Quarter 1: Matter, First Edition, 11-16. Pasig City, NCR, Philippines: Department of Education.	Department of Education. 2015a. "Chapter 1: Properties of Matter." In SCIENCE - Grade 4 Learner's Material Quarter 1: Matter, First Edition, 49-53. Pasig City, NCR, Philippines: Department of Education.	Department of Education. 2015a. "Chapter 1: Properties of Matter." In SCIENCE - Grade 4 Learner's Material Quarter 1: Matter, First Edition, 49-53. Pasig City, NCR, Philippines: Department of Education.
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	<b>DAY 1</b>	<b>DAY 2</b>	<b>DAY 3</b>	<b>DAY 4</b>
	First Edition, 11-16. Pasig City, NCR, Philippines: Department of Education.		Department of Education. 2015b. "Chapter 1: Properties of Matter." In SCIENCE - Grade 4 Teacher's Guide, First Edition, 11-18. Pasig City, NCR, Philippines: Department of Education.	Department of Education. 2015b. "Chapter 1: Properties of Matter." In SCIENCE - Grade 4 Teacher's Guide, First Edition, 11-18. Pasig City, NCR, Philippines: Department of Education.

<p><i>B. Other Learning Resources</i></p>			<p>Lumawig, Daisy Luna D. and Department of Education-SDO Ifugao. 2020. Changes in Materials Whether Useful or Harmful to One’s Environment. Department of Education-Learning Resource Management System.  <a href="https://lrmds.deped.gov.ph/detail/22389">https://lrmds.deped.gov.ph/detail/22389</a>.</p>	<p>Department of Education. 2014. GOOD EFFECTS OF CHANGES IN MATERIALS TO THE ENVIRONMENT. PDF.  <a href="https://lrmds.deped.gov.ph/detail/6561">https://lrmds.deped.gov.ph/detail/6561</a>.</p> <p>Lumawig, Daisy Luna D. and Department of Education-SDO Ifugao. 2020. Changes in Materials Whether Useful or Harmful to One’s Environment. Department of Education-Learning Resource Management System.  <a href="https://lrmds.deped.gov.ph/detail/22389">https://lrmds.deped.gov.ph/detail/22389</a>.</p>
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**IV. TEACHING AND LEARNING PROCEDURES**

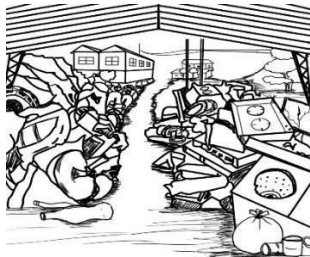
**Before/Pre-Lesson Proper**

<p><i>Activating Prior Knowledge (3 mins)</i></p>	<p><b>Junk Shop</b>  Show a picture of a junk shop to the class. Ask the class if they have ever been to a junk shop</p>	<p>Present the concept map below. Tell the class that this presents an overview of the lesson of the week. In this session, the learners will fill up Box #1.</p>	<p><b>Review: Changes in materials when disposed of and when burned</b>  Revisit the concept map from the previous session by asking the following question:</p>	<p><b>Review: Changes in materials that have harmful effects on people’s health and safety</b>  Revisit the concept map that the class accomplished in the</p>
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	<b>DAY 1</b>	<b>DAY 2</b>	<b>DAY 3</b>	<b>DAY 4</b>
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before. Explain to the class that a junk shop is a place where some old materials from the community are dumped and sorted.

Ask the learners to identify objects that are hard, shiny, and stretchable in the picture of the junk shop.



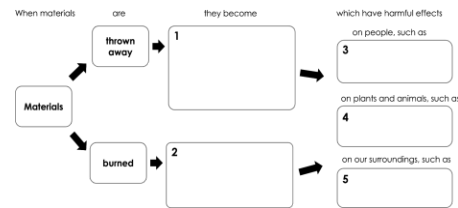
**Answer Key:**

- used glass bottles - hard
- old tires - hard
- empty tin cans - shiny
- old utensils - shiny
- plastic bags - stretchable

Read the concept map following the directions of the arrows.

*"When materials are → thrown away → they become..."*

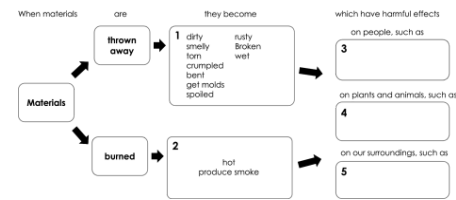
Ask the learners: *"Can you recall what changes usually happen to things when we throw them away?"*



**Answer Key:**

becoming bent, crumpled, torn, wet, dirty, spoiled, rotten, broken, and rusty

- What are the changes that happen to materials when they're burned?

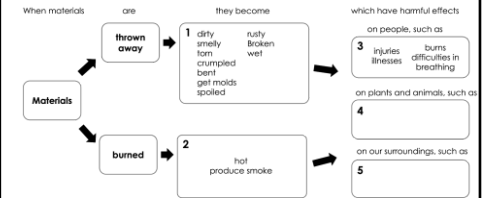


**Answer Key:**

becoming hot, producing smoke

previous session by asking the following question:

- What are the harmful effects of throwing away materials and burning them on people's health and safety?



**Answer Key:**

getting injuries, illnesses, burns, and having difficulties in breathing

*Lesson Purpose/Intention*

**Kalakal Business**  
Ask the learners:  
• Have you ever

**Continuing the Concept Map**  
Ask the learners:  
• Observe the concept map.

**Continuing the Concept Map**  
Ask the learners:  
• Why do we throw things

**Continuing the Concept Map**  
Ask the learners:  
• Look at the concept map.

	DAY 1	DAY 2	DAY 3	DAY 4
(2 mins)	<p>sold things or trash to a junk shop? (Also known as “kalakal”)</p> <ul style="list-style-type: none"> <li>Can all trash be sold in 'kalakal'?</li> </ul> <p>Explain to them that:</p> <ul style="list-style-type: none"> <li>Not everything can be sold in 'kalakal.'</li> </ul> <p>Tell them that today they will learn why this is so. In this session, learners will be able to answer <b>What happens to materials when we throw them away?</b></p>	<p>What are the other parts you see in the concept map?</p> <ul style="list-style-type: none"> <li>Allow learners to identify different boxes in the concept map</li> </ul> <p>Explain to them that:</p> <ul style="list-style-type: none"> <li>Most learners will be able to identify a box for “burned.”</li> <li>Show a picture of garbage being burned. In most households, one way to dispose of trash is to burn it. Like when we throw them away, materials change when we burn them.</li> </ul> <p>In this session, learners will be able to answer <b>What happens to materials when we burn them?</b></p>	<p>away?</p> <ul style="list-style-type: none"> <li>Why do some people burn things?</li> </ul> <p>Explain to the learners:</p> <ul style="list-style-type: none"> <li>There are many reasons why we throw away things or burn them, such as we don't need it anymore, to keep our homes clean, and to make space for new things.</li> <li>Go back to the concept map. Explain that the map shows how things change when we throw them away or burn them, and these changes can have bad effects on people and animals.</li> </ul> <p>In this session, learners will be able to answer <b>What are the bad effects of throwing trash away in the wrong places and burning things on people?</b></p>	<p>Besides people, what else is affected by materials that are thrown away or burned?</p> <p>Explain to the learners:</p> <ul style="list-style-type: none"> <li>The changes in materials when they are thrown away and burned can also affect animals, plants, and the surroundings.</li> </ul> <p>In this session, learners will be able to answer, <b>How does throwing trash away in the wrong places and burning things hurt the environment?</b></p>
Lesson Language Practice (5 mins)	<p><b>“Throw Away” in the Science Classroom</b></p> <p>Ask the learners:</p> <ul style="list-style-type: none"> <li>Have you heard the term “throw away” before? Where have you</li> </ul>	<p><b>Prediction: Burning</b></p> <p>Since learners might already have experiences with burning in their households, they may have some prior knowledge about the topic.</p> <p>Ask the learners to predict:</p>	<p><b>Using the Dictionary: Harmful</b></p> <p>Ask the learners:</p> <ul style="list-style-type: none"> <li>Have you heard the term “harmful” before? Where have you heard it?</li> </ul> <p>Explain that the term</p>	<p><b>Using the Dictionary: Environment</b></p> <p>Ask the learners:</p> <ul style="list-style-type: none"> <li>Have you heard the word “environment” before? Where have you heard it?</li> <li>Look up the word “environment” in their</li> </ul>

	DAY 1	DAY 2	DAY 3	DAY 4
	<p>heard it?</p> <ul style="list-style-type: none"> <li>• What things have you thrown away before? Answer in complete sentences and share it with your seatmates.</li> </ul> <p>Explain that we often use the synonym “dispose of” for throw away.</p>	<ul style="list-style-type: none"> <li>• "What do you think will happen to a material when it is burned?"</li> <li>• Use the sentence frame</li> </ul> <p>“I think when materials are burned, the material will become _____.”</p> <ul style="list-style-type: none"> <li>• Encourage them to share their predictions with their classmates.</li> </ul>	<p>“Harmful” comes from the word “harm”</p> <p>Ask the learners:</p> <ul style="list-style-type: none"> <li>• Look up the word “harm” in their dictionaries that translate to their language. For example, in the English-Tagalog dictionary, “harm” translates to “pinsala”, “saktan,” and “sirain.”</li> <li>• Use the word “harmful” in a sentence and share it with their classmates.</li> </ul>	<p>dictionaries.</p> <p>One dictionary defines the environment as “all the things together that surround animals and humans in the natural world, including the air, the water, and the soil.”</p> <p>Explain to the learners:</p> <ul style="list-style-type: none"> <li>• From the definition, the environment includes everything that surrounds us including animals, plants and trees, the rivers, ponds, and oceans, and air we breathe.</li> </ul>

**During/Lesson Proper**

<p><i>Reading the Key Idea/Stem (10 mins)</i></p>	<p>Present the activity to the class. Read the entire activity orally to the class.</p> <ul style="list-style-type: none"> <li>• Read the steps in the procedure.</li> <li>• Make sure that the class understands the activity by asking the following questions:</li> </ul>	<p>Present the activity to the class. Read the activity sheet together with the class.</p> <ul style="list-style-type: none"> <li>• Ask the class to read orally the objectives of the activity.</li> <li>• Present the materials one by one to make sure that the learners become familiar with the materials.</li> <li>• Read orally the steps in the procedure of the activity in</li> </ul>	<p>Present the activity to the class.</p> <ul style="list-style-type: none"> <li>• Ask the class to read orally the objectives of the activity.</li> <li>• Ask one group(row) of learners to read the steps of the procedures.</li> <li>• Ask the following questions to make sure the class understands the activity: <ul style="list-style-type: none"> <li>○ What materials will we use in the activity?</li> </ul> </li> </ul>	<p>Present the activity to the class. Give ample time for the learners to read the procedure and clarify questions.</p> <ul style="list-style-type: none"> <li>• Ask the whole class to read orally the objectives of the activity.</li> <li>• Ask one group (row) of learners to read the steps of the procedures.</li> </ul> <p><b>Activity 3b. What happens if we throw trash in the wrong</b></p>
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	<b>DAY 1</b>	<b>DAY 2</b>	<b>DAY 3</b>	<b>DAY 4</b>
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	<ul style="list-style-type: none"> <li>○ What materials will we use in the activity?</li> <li>○ What will we do with these materials?</li> <li>○ Where should we write our observations?</li> </ul> <p><b>Activity 1. What changes happen to materials when they are disposed of?</b></p> <p>In this activity, learners will:</p> <ul style="list-style-type: none"> <li>● describe what happens to different objects when they are disposed of.</li> </ul> <p><b>Materials</b> notebook paper, piece of cardboard, plastic bag, juice cartons, soda can, glass bottle, banana peel, slice of bread, sanitary kit (gloves, face mask, soap/alcohol)</p> <p><b>Teacher</b></p>	<p>chorus.</p> <ul style="list-style-type: none"> <li>● Ask the following questions to make sure the class understands the activity: <ul style="list-style-type: none"> <li>○ What materials will we use in the activity?</li> <li>○ What will we do with these materials?</li> <li>○ Where should we write our observations?</li> </ul> </li> </ul> <p><b>Activity 2. What happens when we burn materials from our home?</b></p> <p>In this activity, learners will:</p> <ul style="list-style-type: none"> <li>● describe what happens to household materials when they are burned.</li> </ul> <p><b>Materials</b> sheets of paper, juice carton, leaves, twigs or small branches, matchsticks or lighter, face mask, pail of water</p> <p><b>Teacher Demonstration</b> Divide the class into four groups.</p> <ul style="list-style-type: none"> <li>● Groups 1 and 2 will observe the changes in paper and juice cartons.</li> <li>● Groups 3 and 4 will observe the changes in leaves and tree twigs.</li> </ul> <p>1. Perform the demonstration in an open or well- ventilated area.</p>	<ul style="list-style-type: none"> <li>○ What will we do with these materials?</li> <li>○ Where should we write our observations?</li> </ul> <p><b>Activity 3a. What happens if we throw trash in the wrong places and burn household materials? Part 1</b></p> <p>In this activity, learners will:</p> <ul style="list-style-type: none"> <li>● observe pictures showing the effects of improper trash disposal and burning household materials on humans; and</li> <li>● describe the harmful effects of improper trash disposal and burning household materials on people's health and safety.</li> </ul> <p><b>Materials</b> pictures for the Gallery Walk</p> <p><b>Teacher Preparation</b> Divide the class into six groups. Assign each group at one photo in the Gallery Walk.</p> <p>Print the following pictures for the Gallery Walk. The pictures are provided in the Learning Activity Sheets (LAS):</p> <p>1. A pedestrian with a bleeding foot from stepping on broken glass on a busy sidewalk</p>	<p><b>places and burn household materials? Part 2</b></p> <p>In this activity, learners will:</p> <ul style="list-style-type: none"> <li>● Observe pictures showing the effects of improper trash disposal and burning household materials on the environment</li> <li>● Describe the harmful effects of improper trash disposal and burning household materials on the environment</li> </ul> <p><b>Materials</b> pictures for the Gallery Walk</p> <p><b>Teacher Preparation</b> Divide the class into six groups. Two groups will be assigned to the same photo in the Gallery Walk. Print the following pictures for the Gallery Walk. The pictures are provided in the Learning Activity Sheets (LAS):</p> <p>1. A pond or river filled with floating trash like dirty plastic bottles, crumpled tin cans, and food wrappers. Fish and ducks are trying to navigate the dirty water, struggling to swim. A dog is attempting to drink from the pond, looking hesitant due to the dirty water. The plants in the pond or river</p>
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	DAY 1	DAY 2	DAY 3	DAY 4
	<p><b>Preparation</b> Prepare two sets of each given material. At least three days before the activity, place one set of the given materials in a trash bin. Spray little amounts of water and cover the trash bin. Ensure this trash bin is isolated from other trash bins. On the day of the activity, instruct the learners to wear gloves and face masks for hygiene and safety reasons. Divide the class into four groups.</p> <ul style="list-style-type: none"> <li>● <b>Group 1</b> observes any change in notebook paper and cardboard.</li> <li>● <b>Group 2</b> observes any change in the plastic bag and plastic juice pack.</li> <li>● <b>Group 3</b> observes any change in the banana peel and slice of bread.</li> <li>● <b>Group 4</b> observes</li> </ul>	<ol style="list-style-type: none"> <li>2. Before starting, ask learners to observe and describe the materials in their Science notebooks.</li> <li>3. Ensure learners wear face masks before beginning the demonstration.</li> <li>4. Using matchsticks or a lighter, burn each material one at a time.</li> <li>5. Instruct the learners to extend their hand near the burning object but emphasize not to touch them.</li> </ol> <p>Refer to the Learning Activity Sheet (LAS) for details on the procedure and guide questions.</p>	<ol style="list-style-type: none"> <li>2. A person on the beach stepping on a bent and crumpled plastic bottle, injuring his foot</li> <li>3. A person experiences a stomachache after eating in a karinderya where rotten food surrounded by rats and flies are dumped nearby</li> <li>4. A child coughing and covering their face near a pile of burning leaves and plastic, with smoke surrounding the area</li> <li>5. A lady getting sick after stepping on a rusty nail on the road</li> <li>6. A man burning his hands when he accidentally touches trash that are burning</li> </ol> <p>Refer to the Learning Activity Sheet (LAS) for details on the procedure and guide questions.</p>	<p>have trash caught in them.</p> <ol style="list-style-type: none"> <li>2. A garbage dump site with scattered plastic bottles, paper trash, soft drink cans, broken glass bottles, old appliances, and spoiled food leftovers. Pests such as flies, rats, and cockroaches are everywhere. Trees and plants around the site are dried up and dying. A dog steps on a broken glass and hurts its paw</li> <li>3. A bonfire burning plastic bottles, newspapers, cardboard, and leaves. Thick dark smoke is rising from the fire. Nearby, animals like cats and dogs are coughing and struggling to breathe. Plants near the bonfire are wilting from the heat. The clouds above have become darker</li> </ol> <p>Refer to the Learning Activity Sheet (LAS) for details on the procedure and guide questions.</p>

	<b>DAY 1</b>	<b>DAY 2</b>	<b>DAY 3</b>	<b>DAY 4</b>
	<p>any change in soda can and a glass bottle.</p> <p>Place the fresh set and the three-day- old set of each material side by side so that learners can easily compare the appearances of the objects.</p> <p>Refer to the Learning Activity Sheet (LAS) for details on the procedure and guide questions.</p>			

<p><i>Developing Understanding of the Key Idea/Stem (5 mins)</i></p>	<p><b>Presenting the Outputs</b> Ask all groups to present their observations to the table and their answers to the Guide Questions.</p> <table border="1" data-bbox="394 373 696 568"> <thead> <tr> <th data-bbox="394 373 468 448">Material</th> <th data-bbox="468 373 595 448">What did the material look like <b>before</b> they were disposed of?</th> <th data-bbox="595 373 696 448">What do the materials look like <b>after</b> they are disposed of?</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p><b>Expected Responses to Guide Questions</b> 1. The changes</p>	Material	What did the material look like <b>before</b> they were disposed of?	What do the materials look like <b>after</b> they are disposed of?							<p><b>Presenting the Outputs</b> Ask Groups 1 and 2 to present their observations in the table and their answers to the Guide Questions. Afterwards, ask the other groups if they gathered similar observations.</p> <p><b>Guide Questions</b> 1. What changes are common to all of the materials you observed in the activity?</p>	<p><b>Presenting the Outputs</b> Ask the first group to present their observations for Picture 1, second group for Picture 2, and so on.</p> <p><b>Expected Answers to Guide Questions:</b> Picture 1: a. broken glass bottle on the sidewalk b. Stepping on broken glass bottles caused a foot injury on the person in the picture</p> <p>Picture 2: a. bent and crumpled plastic bottle on the beachside b. Stepping on bent and</p>	<p><b>Presenting the Outputs</b> Ask one representative from each pair of groups to present their observations for the picture they were assigned to.</p> <p><b>Expected Answers to Guide Questions:</b> Picture 1: a. dirty plastic bottles, crumpled plastic bottles, crumpled food wrappers b. Fish and ducks struggle to swim, the dog is hesitant to drink the dirty water c. Plants around the pond have trash caught in them d. The pond became dirty and the water became dark in</p>
Material	What did the material look like <b>before</b> they were disposed of?	What do the materials look like <b>after</b> they are disposed of?											

	<b>DAY 1</b>	<b>DAY 2</b>	<b>DAY 3</b>	<b>DAY 4</b>
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	<p>depend on the materials each group was given. Food leftovers and paper waste will change a lot. Plastic and glass waste won't change as much.</p> <p>2. All the materials are expected to become dirty and smelly. Food leftovers will likely spoil and smell bad, and bread might grow mold. Paper waste might be torn, crumpled, or wet. Plastic waste, like juice cartons and plastic bags, might get dirty but won't change much. Soda cans might get crumpled, and soda bottles might break.</p> <p>3. All the materials will look dirty and smell bad.</p>		<p>crumpled plastic bottle caused a foot injury on the person in the picture</p> <p>Picture 3:</p> <ol style="list-style-type: none"> <li>rotten food near karinderya</li> <li>The person eating the food gets a stomachache</li> </ol> <p>Picture 4:</p> <ol style="list-style-type: none"> <li>burning leaves and plastic bottles in the backyard</li> <li>The child is having difficulty in breathing due to the smoke and fumes from the fire</li> </ol> <p>Picture 5:</p> <ol style="list-style-type: none"> <li>rusty nail on the road</li> <li>The lady got sick after stepping on the rusty nail</li> </ol> <p>Picture 6:</p> <ol style="list-style-type: none"> <li>hot charcoal in the kitchen</li> <li>The man got burns on his hands after touching the burning trash</li> </ol>	<p>color.</p> <p>Picture 2:</p> <ol style="list-style-type: none"> <li>Plastic bottles, paper trash, soft drink cans, broken glass bottles, old appliances, spoiled food leftovers</li> <li>Pests like flies, rats, and cockroaches are everywhere, a dog hurts its paw on broken glass</li> <li>Trees and plants around the site are dried up and dying</li> <li>The garbage dump site is very dirty and smelly.</li> </ol> <p>Picture 3:</p> <ol style="list-style-type: none"> <li>Burning plastic bottles, newspapers, cardboard, leaves</li> <li>Cats and dogs are coughing and struggling to breathe because of the smoke</li> <li>Plants around the area are wilting and covered in soot</li> <li>The air around the bonfire has become dark. The clouds above the bonfire had also become dark, too.</li> </ol>
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	DAY 1	DAY 2	DAY 3	DAY 4
<p><i>Deepening Understanding of the Key Idea/Stem (10 mins)</i></p>	<p><b>Processing the Activity</b> Begin by explaining that we throw things away when we are done using them. When materials are not disposed of properly, they mix with other garbage.</p> <p>Explain that, as they have seen in the activity, different things change in different ways when they are disposed of.</p> <p>Ask the class to look at the tables presented by all groups.</p> <p>Ask: <b>Which materials changed a lot after they were disposed of?</b></p> <p>Refer to the outputs presented by the groups. As the learners have seen, some materials changed a lot after they were thrown away in the garbage. Food leftovers such as banana peel and</p>	<p><b>Processing the Activity</b> Begin by explaining that it is a common practice in many homes to burn things. For example, in many homes, people burn fallen leaves and twigs in their backyard. Some burn twigs, charcoal, and paper for cooking.</p> <p>However, remind the class that this is not really a good practice. Burning materials can be dangerous for humans and the surroundings, as they will learn in the next lessons. Tell the class to look at the observations all the groups have gathered on the burning of different materials.</p> <p>Ask: <b>What change have you observed always happens when a material is being burned?</b></p> <p>Learners should notice from the outputs posted on the board that the sheets of paper, plastic, juice cartons, leaves, and twigs all have</p> <ul style="list-style-type: none"> <li>● become hotter while burning</li> <li>● produced smoke while burning</li> </ul> <p>Tell the class that these two</p>	<p><b>Processing the Activity</b> Begin by recalling with the class that materials change when they are disposed of and burned. Using the groups' outputs posted on the board, have learners read aloud the materials found in each picture and how they changed.</p> <p>Explain to the class that this activity shows that these changes can be harmful to people's health and safety.</p> <p>Discuss these harmful effects by asking the following questions:</p> <p><b>What bad things can happen to people when we throw our garbage in the wrong places?</b></p> <p>Tell the class to look at the observations of all the groups for Nos. 1,2,3, and 5 and tell them what usually happens in those kinds of situations.</p> <ul style="list-style-type: none"> <li>○ Broken glasses, plastic bottles and containers and rusty nails and cans on the road can cause injuries</li> <li>○ Eating or cooking rotten food can cause illnesses like stomachache and infections.</li> </ul>	<p><b>Processing the Activity</b> Begin by explaining that the changes that happen in materials when they are disposed of or when they are burned can be harmful to animals, plants, and our surroundings.</p> <p>Discuss these harmful effects by asking the following questions</p> <p><b>What bad things can happen to our surroundings when we throw away trash in the wrong places and burn materials from home?</b></p> <p>Tell the class to look at the answers of all the groups in the column about the surroundings and ask what is common among the answers.</p> <p>Explain that plastic, paper, metal, and food wastes thrown on land and in water cause the surroundings to become dirty and smelly.</p> <p><b>What bad things can happen to animals when we throw away trash in the wrong places and burn materials from home?</b></p> <p>Explain that animals are</p>

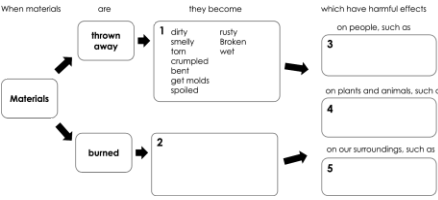
	<b>DAY 1</b>	<b>DAY 2</b>	<b>DAY 3</b>	<b>DAY 4</b>
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	<p>bread slices changed in color and smell. Banana peels became darker, while bread slices got green things on them. These are called molds.</p> <p>The learners have seen that paper wastes can change too, some become torn (<i>punit</i>) while some become crumpled (<i>gusot</i>). As some learners may not be familiar with these terms, it is recommended to show examples of torn and crumpled paper wastes.</p> <p><b>Which materials did not change much after being disposed of?</b></p> <p>Refer again to the class outputs. As they have seen, things like glass bottles, soda cans, and plastic juice packs don't change much.</p>	<p>things are not present when the materials are not burning.</p>	<p><b>What bad things can happen to people when we burn materials from home?</b></p> <p>Tell the class to look at the observations of all the groups for Nos. 4 and 6 and tell them what usually happens in those kinds of situations.</p> <ul style="list-style-type: none"> <li>○ Burning leaves, plastics, or charcoal can cause burns and problems in breathing</li> </ul>	<p>affected, too. Tell the class to look at the answers of all the groups in the column about the effect on animals and ask what is common among the answers.</p> <p>Animals can get sick when they drink dirty water from rivers and ponds, get injured when they step on broken pieces of trash, and have difficulty breathing when the air is filled with smoke.</p> <p>Moreover, in dirty places, pests such as rats, cockroaches, and flies can grow.</p> <p><b>What bad things can happen to plants when we throw away trash in the wrong places and burn materials from home?</b></p> <p>Plants and trees are affected too. Tell the class to look at the answers of all the groups in the column about the effect on animals and ask what is common among the answers.</p> <p>Plants on land and in water get caught in plastic trash. In a dirty place, plants get sick, dry up, and later die. If plants and</p>
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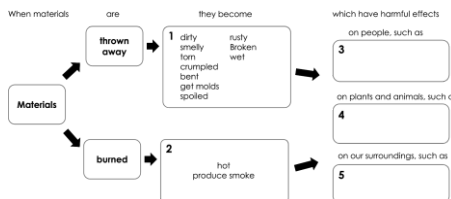
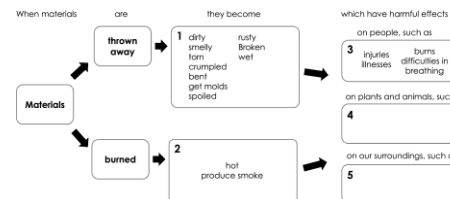
	DAY 1	DAY 2	DAY 3	DAY 4
	<p>Sometimes, cardboard can change a lot, especially if it's thin, like the cardboard used for product packaging. But the thick cardboard used for brown boxes doesn't change much.</p> <p>Explain to the class that while soda cans and other objects made of metal did not change much after three days, they can change further when they're disposed of for a long time. Ask the learners if they are familiar with "<i>kalawang</i>", let them share what it looks like, and what their parents tell them of objects with <i>kalawang</i>. Tell the class that having <i>kalawang</i> or becoming "rusty" is a change that usually happens to some metal objects.</p>			<p>trees are near a fire, the smoke can cover them in soot.</p>




	DAY 1	DAY 2	DAY 3	DAY 4
	<p><b>What change is common to all the materials in the activity?</b></p> <p>All of the materials became dirty and smelly.</p>			

**After/Post-Lesson Proper**

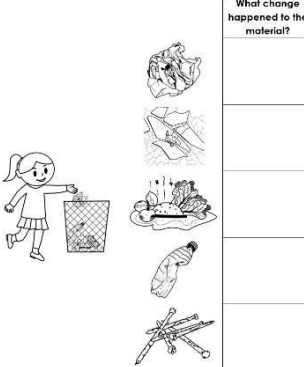



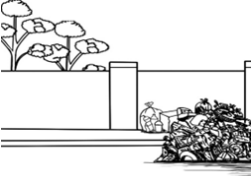
<p><i>Making Generalizations and Abstractions (5 mins)</i></p>	<p>Tell the class that the activity has shown common ways materials change when they are disposed of.</p> <p>Summarize these observations:</p>	<p><b>Revisiting the Concept Map</b> Return to the concept map from earlier in the session. This time, ask the learners to fill up the Box #2.</p> <p>Read the concept map following the directions of the arrows. <i>“When materials are → burned → they become...”</i></p> <p>Ask the learners: <i>“What are the changes that happen to materials when they’re burned?”</i></p>  <p><b>Answer Key:</b> (1) smoke comes out</p>	<p><b>Revisiting the Concept Map</b> Return to the concept map from earlier in the session. In the previous sessions, the learners have filled up Boxes 1 and 2. Today, have the learners fill up the Box #3</p> <p>Read the concept map following the directions of the arrows. <i>“When materials are → thrown away and burned → they become... (read the answers)→ which have harmful effects on humans such as...”</i></p> <p>Ask the learners: <i>“What are the harmful effects of throwing away materials and burning them on people’s health and safety?”</i></p>	<p><b>Revisiting the Concept Map</b> Return to the concept map from earlier in the session. In the previous sessions, the learners have filled up Boxes 1 to 3. Today, have the learners fill up Boxes 4 and 5.</p> <p>Read the concept map following the directions of the arrows. <i>“When materials are → thrown away and burned → they become... (read the answers)→ which have harmful effects on animals, plants, and the surroundings such as...”</i></p> <p>Ask the learners: <i>“What are the harmful effects of throwing away materials and burning them on plants, animals, and our surroundings?”</i></p>
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	<ul style="list-style-type: none"> <li>○ Most trash materials become wet, smelly, and dirty.</li> <li>○ Some materials, like those made of paper, get torn and crumpled.</li> <li>○ Some materials, like those made of plastic, may get bent or crumpled.</li> <li>○ Some materials, like food leftovers, get</li> </ul>			
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	DAY 1	DAY 2	DAY 3	DAY 4
	<p>smelly, have molds, and become spoiled.</p> <ul style="list-style-type: none"> <li>○ Some materials, like metal cans, get rusty.</li> <li>○ Some materials, like those made of glass, get broken into smaller pieces.</li> </ul>	<p>(2) the material becomes hot</p>	 <p><b>Answer Key:</b>  (1) injuries, (2) illnesses, (3) burns, (4) difficulties in breathing</p>	 <p><b>Answer Key:</b>  On plants and animals  (1) Both get sick from dirty water and dirty air  (2) Animals get injured  (3) Plants and trees get caught up in trash  On the surroundings  (4) becoming dirty  (5) becoming smelly</p>

<p><i>Evaluating Learning (5 mins)</i></p>	<p><b>Seatwork: Mina's Trash</b> Mina is collecting the trash from her household for the garbage collection this weekend. Describe the changes that occurred in each material after they were thrown away.</p>	<p><b>Burning Situations</b> Below are pictures of things you find at home. In the second column, draw what you think would happen if these things were burned. Under your drawings, describe how each material changed.</p> <ol style="list-style-type: none"> <li>Katol</li> </ol>  <ol style="list-style-type: none"> <li>newspaper</li> </ol>	<p><b>Harmful Effects on People</b> Look at the following pictures. Name the material in each picture, describe how it changed, and explain how it can be bad for people's health and safety. (Note to Teachers: The pictures are provided in the LAS).</p> <ol style="list-style-type: none"> <li>Picture of a child getting cut by a sharp piece of plastic in the yard.</li> </ol> 	<p><b>Which can hurt the environment?</b> Look at the following pictures. Name the material in each picture, describe how it changed, and explain how it can be bad for animals, plants, and/or surroundings.</p> <ol style="list-style-type: none"> <li>Picture of a horse drinking water from a dark-colored pond filled with plastic wastes and old appliances</li> </ol> 
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	<p><b>DAY 1</b></p>	<p><b>DAY 2</b></p>	<p><b>DAY 3</b></p>	<p><b>DAY 4</b></p>
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		 <p><b>Answer Key:</b> The illustrations of the learners must show (1) smoke coming out of the material and (2) a representation of the material becoming hot.</p>	<p>2. Picture of a person coughing near a pile of burning trash with smoke coming out.</p> 	<p>2. Picture of plants whose leaves are covered in soot</p>  <p>3. Picture of a street littered with garbage</p> 
<p><i>Additional Activities for Application or Remediation (if applicable)</i></p>	<p><b>Homework</b> Go through a trash bin in your home and find five (5) things your family has thrown away. Describe what changes have happened to the materials.</p>	<p><b>Homework</b> Ask your parents or guardian about the materials you usually burn at home. Have them describe what happens to the materials while burning.</p>		
<p><i>Remarks</i></p>				
<p><i>Reflection</i></p>				