GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	III
	Teacher:		Learning Area:	SCIENCE
	Teaching Dates and Time:	NOVEMBER 28 - DECEMBER 2, 2022 (WEEK 4)	Quarter:	2ND QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES					
A. Content Standard	Demonstrate understanding of parts and functions of animals and importance to humans	Demonstrate understanding of parts and functions of animals and importance to humans	Demonstrate understanding of parts and functions of animals and importance to humans	Demonstrate understanding of parts and functions of animals and importance to humans	
B. Performance Standard	To enumerate ways of grouping animals based on their structure and importance				
C. Learning Competency/Objectives Write the LC code for each.	Classify animals according to body parts and use				
II. CONTENT	S3LT –Iic –d -5				
	Identify the body parts that enable animals to move.	Infer the body parts used by animals for eating /getting food.	Infer what animals eat based on their mouth parts and body parts. Classify animals according to what they eat.	Describe the body covering of animals. Group animals according to their body coverings.	MARIAN REGATTA
III. LEARNING RESOURCES					
D. References					
1. Teacher's Guide pages	104				
2. Learner's Materials pages					
3. Textbook pages					
4. Additional Materials from Learning Resource (LR)portal					
E. Other Learning Resource					
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	What are the body parts of the birds ?fish?cat? What are their common body parts?	How do animals move?	Which animals use their tongue for getting food?	What are three classification as to the food they eat?	
B. Establishing a purpose for the lesson	Prepare about anmals and their environment.	Do you have pets at home? Do you have cats and dogs at home?	What kind of food do you eat? Do you eat the same kind of food?	Show pictures of different animals?	
C. Presenting examples/Instances of the new lesson	Post on the board and then discuss.	Show pictures of different animals. Identify the names of each.	Present pictures of grass ,meat ,rice and fish.	How are these animals survive in their places?	

<table>
<tr><td></td><td>Different animals use different part of the body.Having different body parts make them move.</td><td></td><td></td><td></td><td></td></tr>
<tr><td>D. Discussing new concepts and practicing new skills # 1</td><td>What are different body parts use by animals to move?</td><td>Which animals use their tongues for getting food?
Which animals use their beaks and claws for getting food?</td><td>What do animals eat?</td><td></td><td></td></tr>
<tr><td>E. Discussing new concepts and practicing new skills # 2</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>F. Developing mastery
(leads to Formative Assessment 3)</td><td>Divide the class into five.<table><tr><th>Animals</th><th>Movement</th><th>Bod Par /Us</th></tr><tr><td>1. lion</td><td></td><td></td></tr><tr><td>2. eagle</td><td></td><td></td></tr><tr><td>3.snake</td><td></td><td></td></tr><tr><td>4.caterpillar</td><td></td><td></td></tr><tr><td>5. dolphin</td><td></td><td></td></tr><tr><td>6. kangaroo</td><td></td><td></td></tr><tr><td>7. dog</td><td></td><td></td></tr><tr><td>8.frog</td><td></td><td></td></tr><tr><td>9.cat</td><td></td><td></td></tr><tr><td>10. fish</td><td></td><td></td></tr></table></td><td>Draw animal you like.
And afterward tell me, what body parts it use to get food.</td><td>Individual Activity
Write the food that each animal eats.
1.goat
2. pig
3. duck
4. hen
5.sheep
6. monkey
7. rabbit</td><td>Classify the body covering of this animals.
1.crab
2.snakes
3. dog
4. bear
5. fish
6. parrot</td><td></td></tr>
<tr><td>G. Finding practical application of concepts and skills in daily living</td><td>Guessing the Animals .</td><td>Divide the class into five groups.
How do these get their food?
Lizard crab rhino tiger owl snake
Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more</td><td>Group Activity
1- draw three examples of animals that eat plants.
2- draw three examples of animals that eat other animals
3- draw three animals that eat both plants and animals.</td><td>Group the pupils into three.</td><td></td></tr>
<tr><td>H. Making generalizations and abstractions about the lesson</td><td>Do all animals move the same way?
What help them move in order to live?</td><td>What do animals use in getting food?
Are food eaten by animals related to their body parts?</td><td>What are three classification of animals as to the food they eat?</td><td>What are the different body covering of animals?</td><td></td></tr>
<tr><td>I. Evaluating learning</td><td>Fill in the blanks.
1. Birds use ___ for flying.
2. Fish uses ___ for swimming.
3. Snake uses __ for slithering.
4. Kangaroo uses ___ for hopping.
5. Dolphin uses fin and ___ for swimming.</td><td>Match the animals with the body parts they use for getting food.
1. crab a. beaks and claws
2. carabao b. proboscis
3. frogs c. pincers
4. butterfly d. mouth
5. eagle e. sticky tongue</td><td>Write H for plant eaters ,C for anmal eaters ,and O for both plants and anmal eaters.
1. lion
2. elephant
3.fish
4. bird
5. horse</td><td>Match the animals with their body coverings .Write the letter of the correct answer.
1. dog a. shell
2. crab b. slime
3. toad c. skin
4. fish d. feather</td><td></td></tr>
</table>

				5. bird e. hair f. scales	
J. Additional activities for application or remediation	Collect pictures of different moving animals.	Cut pictures of five different animals and paste it on short bond paper. Under each picture write(name of the animal) uses (body parts)in getting food.	Write 5 examples of animals of herbivores ,carnivores and omnivores.	Cut pictures of five animals .and group them according to their body coverings.	
V. REMARKS					
VI. REFLECTION					
A. No. of learners who earned 80% in the evaluation					
B. No. of learners who require additional activities for remediation who scored below 80%					
C. Did the remedial lessons work? No. of learners who have caught up with the lesson					
D. No. of learners who continue to require remediation					
E. Which of my teaching strategies worked well? Why did these work?					
F. What difficulties did I encounter which my principal or supervisor can help me solve?					
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?					