



**GRADES 1 to 12
DAILY LESSON LOG**

School:	Visit DepEdResources.com for More	Grade Level:	III
Teacher:	File Created by Sir LIONELL G. DE SAGUN	Learning Area:	SCIENCE
Teaching Dates and Time:	JANUARY 3 – 5, 2024 (WEEK 7)	Quarter:	2 ND QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
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I.OBJECTIVES					
A.Content Standards	Demonstrate understanding of parts and functions of animals and importance to humans /Reproduction among humans ,animals and plants and certain observable characteristics that are passes from parents to offsprings.				
B.Performance Standards	To enumerate ways of grouping animals based on their structure and importance	Given a photo of offspring and parents,make a checklist of possible characterisitcs that the offspring inherited from the parents.			
C.Learning Competencies/Objectives	Compare living with non-living things	Infer that living things reproduce.	Identify observable characterisitcs that are passed on from parents to offspring.	Identify observable characterisitcs that are passed on from parents to offspring.	Identify observable characterisitcs that are passed on from parents to offspring.
Write the LC Code for each	S3LT –lie-f - 11	S3LT – lig –h -12	S3LT-Ilg-h -13	S3LT-Ilg-h -13	S3LT-Ilg-h -13
II.CONTENT	Living and Non – Living Things	Animal Reproduction	Physical Traits	Physical Traits of Animals	Plants Reproduction
III.LEARNING RESOURCES					
A.References					
1.Teacher’s Guides/Pages					
2.Learner’s Materials Pages					
3.Textbook Pages					
4.Additional Materials from Learning Resources (LR) portal					
B.Other Learning Resources					
IV.PROCEDURES					
A.Reviewing previous lesson or presenting the new lesson	Checking of the assignments.		How would you know which adult animaland baby animal go together? What characterisitcs is similar between the parent and baby animal?	What physical traits are common or shared among certain group of people?	What are the similarities of the kinds of dogs .Give 3 to 5.
B.Establishing a purpose for the lesson	Singing a song as a springboard to the lesson..	Where do animas come from? What do you call the young dog?young cat?	What are the physical traits of each?	We will discuss the observable physical traits shared by animals of the same kind.	What are the different parts of a plant.
C.Presenting examples/instances of the new lesson	Name the pictures and let them identify the characterisitcs of the following things in the picture.	Show series of pictures of growing family of animals.	Call two pupils in front. Let them identify the similarities in each person.	Post the pictures of animals.	Show a tomato plants.

D.Discussing new concepts and practicing new skills #1	What are the characteristics of the things in the picture?	What does each picture say?	What similarities in physical traits do all these Filipino kids have? What are differences?	What physical traits are similar to them. Write the answer on the board.	What will happen if we plant tomato seed to the ground?
E.Discussing new concepts and practicing new skills #2	What do you call these things?				
F.Developing mastery (Leads to formative assessment)			Distribute each worksheet to the pupils. Match the animals by their young ones.	Write a short paragraph about the observable physical traits of animals.	
G.Finding practical/applications of concepts and skills in daily living	Group the pupils into three. Let them list down 3 examples of living and non-living things.	Draw a parent and a baby animal on a short bond paper. Color it. Show on your drawing the characteristics of both animals and be ready to discuss to the class.	Draw a Venn diagram to show the similarities and differences of their drawings./ characteristics.	Divide the class into four groups. Draw a group of animal with same kind. Group 1 – Different Kinds of Dogs Group 2 – Different Kinds of Fishes Group 3 – Different Kinds of Birds Group 4 – Different Kinds of Butterflies	Group Activity Draw your prediction in planting of a squash seed in the box. 
H. Making generalizations and abstractions about the lesson	What are living things? Non-living things?	How do animals reproduce?	What physical traits are common or shared among certain groups of people?	Why are similar kinds of animals different in characteristics?	How do plants reproduce on their own kind?
I.Evaluating Learning	Tell if the following are living or non-living things. 1. plants 2. house 3. water 4. animals 4. chairs	Match the animals with their young ones. 1. chicken 2. goat 3. goose 4. cat 5. horse	The work of the group serves as pupils' performances.	The work of the group serves as pupils' performances. Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	Identify the part of the plant used in producing their own kind. 1. corn 2. watermelon 3. mango 4. calamansi 5. kangkong
J.Additional activities for application or remediation	Make a scrapbook of living and non-living things.	Draw the body parts that animals inherited by their parents or other things.	Draw the body parts that you inherited by your parents or other things.	Cut pictures of animals having similar characteristics to a human.	-
V.REMARKS					
VI.REFLECTION					
A.No. of learners who earned 80% of the formative assessment					
B.No. of learners who require additional activities to remediation					

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?Ehy did these work?					
F.What difficulties did I encounter which my principal or supervisor can help me solve?					
G.What innovation or localized material did I use/discover which I wish to sharewith other teachers?					