GRADES 1 to 10 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:	AUGUST 5 - 9, 2024 (WEEK 2)	Quarter:	1ST QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I OBJECTIVES					
A. Content Standard	Demonstrate understanding of ways of sorting materials and describing them as solid, liquid, or gas based on their observable properties.				
B. Performance Standard	Be able to group common objects found at home and in school according to solids, liquids, and gas.				
C. *Learning Competency/s*	Compare and classify solids according to size. **S3MT-Ia-b-1**	Classify solids according to texture. **S3MT-Ia-b-1**	Describe different objects based on their characteristics. **S3MT-Ia-b-1**	Describe different objects based on their characteristics. **S3MT-Ia-b-1**	
II CONTENT	Comparing and Classifying Solids	Solids According to Texture	Characteristics of Liquids	How Liquids Flow	
III. LEARNING RESOURCES					
A. References					
1. Teacher's Guide Pages	CG p. 17 of 64				
2. Learner's Materials pages					
3. Text book pages					
4. Additional Materials from Learning Resources	Growing with Science and Health	Growing with Science and Health	Growing with Science and Health	Growing with Science and Health	
B. Other Learning Resources	charts	charts	Laptop, videos, PowerPoint	Laptop, videos, PowerPoint	
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson		Ask the pupils to copy the table on the board on their paper.	Describe what characteristics is being presented on the ff. pictures.	Show liquids and let them identify the characteristics of the liquids.	
B. Establishing a purpose for the lesson	Show these two pictures to the class.	Pick five solids on your bag.	Aside from solids, what else has its own characteristics?	Prepare different shapes of the container. Place the containers on the table. Observe what the teacher will do. Pour the liquid in each container. What happen to the shape of the liquids?	

<table>
<tr><td>C. Presenting Examples/instances of new lesson</td><td>Show a ruler and meter stick. Compare the two.</td><td>Show real objects of solids.</td><td>Videos about the lesson.</td><td></td><td></td></tr>
<tr><td>D. Discussing new concepts and practicing new skills #1</td><td>What are the solids written on your chart.
How are they similar to the other.</td><td>- What characteristics is been observed from the ff. objects?</td><td>- What are physical characteristics is being in liquid?</td><td>What happened to the different liquids when poured from one container to another container? Do they flow the same way? Why?</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)</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>G. Finding Practical applications of concepts and skills</td><td>Draw five objects with different sizes.</td><td>Give them activity sheets to perform.</td><td>Group the pupils and give them activity.</td><td>Carla bought one condensed and one evaporated milk to be used in baking .Which of the two milks flows fast and which flow slow? Why?</td><td></td></tr>
<tr><td>H. Making generalizations and abstractions about the lesson</td><td>How do you compare and classify solids?</td><td>Solids have different textures.</td><td>What is liquid?</td><td>Liquids have the ability to flow.
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<tr><td>I. Evaluating Learning</td><td>Prepare five objects.</td><td>Group solids according to their texture.
</td><td>Fill in the boxes below.
IN the Canteen</td><td>Put a check mark on the column that best describe each.<table><tr><td>Liquids</td><td>Slow</td><td>Fast</td><td>Very Fast</td></tr><tr><td>Softdrinks</td><td></td><td></td><td></td></tr><tr><td>Cooking oil</td><td></td><td></td><td></td></tr><tr><td>shampoo</td><td></td><td></td><td></td></tr></table></td><td></td></tr>
<tr><td>J. Additional activities for application or remediation</td><td>List down objects found at home. Find the exact measurement. Make a chart.</td><td>List down names of solid objects found at home garden.</td><td>Cut three pictures of liquids. Paste them on a short bond paper. Under each picture, write a short description about the liquid.</td><td>Bring pictures of different liquids. Be ready to present to the class. Describe how each liquid flows.</td><td></td></tr>
<tr><td>V. REMARKS</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>VI. REFLECTION</td><td></td><td></td><td></td><td></td><td></td></tr>
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A. No. of learners who earned 80% on the formative assessment					
B. No. of Learners who require additional activities for 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? 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?					