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DepED
DEPARTMENT OF EDUCATION

Learning Activity Sheet for Science

Quarter 2
Week
1

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Learning Activity Sheet for Science Grade 3
Quarter 2: Week 1
SY 2024-2025

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LEARNING ACTIVITY SHEET

Learning Area:	**Science**	**Quarter:**	**2**
Week:	**1**	**Day:**	**1**
Lesson Title/ Topic:	**Science Process Skills**		
Name:		**Grade & Section:**	**3**

Objective:
At the end of the activity, you should be able to describe different kinds of leaves.

Materials Needed:
(per pupil)
notebook, pen

(per group)
2 different kinds of leaves

Duration: 20 minutes

What to Do:

1. Look closely at leaf 1.
   Q1. What is the shape of leaf 1?
   Q2. What is the color of leaf 1?
   Q3. How does leaf 1 feel when you touch it?
   Is it smooth or rough?

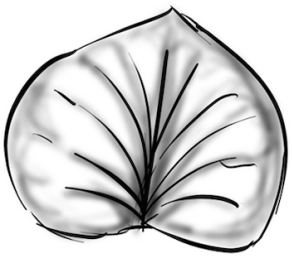
2. Look closely at leaf 2.
   Q4. What is the shape of leaf 2?
   Q5. What is the color of leaf 2?
   Q6. How does leaf 2 feel when you touch it? Is it smooth or rough?

Notes for Facilitators:

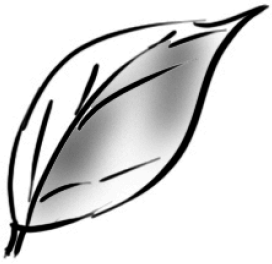
- Before doing the activity, prepare the materials needed.
- Let the learner ask questions before the conduct of the activity.

Assessment:

For items 1-3, look at the illustrations below.



leaf A



leaf B



leaf C

[Note for the illustrator: Leaf C can be redrawn so that only 1 leaf is shown]

1. Which of the following best describes leaf A?
   A. It is round.
   B. It is heart- shaped.
   C. It is needle- shaped.

2. Which leaf has the following descriptions: "It is long, narrow, and pointed."
   A. leaf A

B. leaf B
C. leaf C

3. Which leaf has a similar shape like the one circled in the drawing below?



[Note for the illustrator: This image is from Canva; can be redrawn]

A. leaf A
B. leaf B
C. leaf C

Part II. Refer to the plant presented by your teacher. Write your answers to the following questions briefly.

4. What is the color of the leaf?
5. Is the leaf smooth or rough?

Extension/Differentiation:

- Let the learners describe other parts of a plant.

LEARNING ACTIVITY SHEET

Learning Area:	**Science**	**Quarter:**	**2**
Week:	**1**	**Day:**	**2**
Lesson Title/ Topic:	**Science Process Skills**		

Name:		**Grade & Section:**	**3**

Activity 2: Which object is bigger and heavier?

Objectives: At the end of the activity, you should be able to compare objects based on their estimated size and heaviness.

Materials Needed:
(per group)
data notebook

(per class)
2 different setups of objects with varying sizes and heaviness
1 setup of two identical water bottles that are balanced and attached to an iron ring connected to an iron stand

Duration: 20 minutes

What to Do:
Part A. (Per group)

1. Perform the task in each station within the allotted time.
2. Write your answers in your group notebooks following the table format below.

Station No.	Arrangement from smallest to largest (e.g, A-B-C-D-E)	Arrangement from heaviest to lightest (e.g., E-A-B-D-C)

1		
2		

The following are the station setups and guide questions.

Station 1:

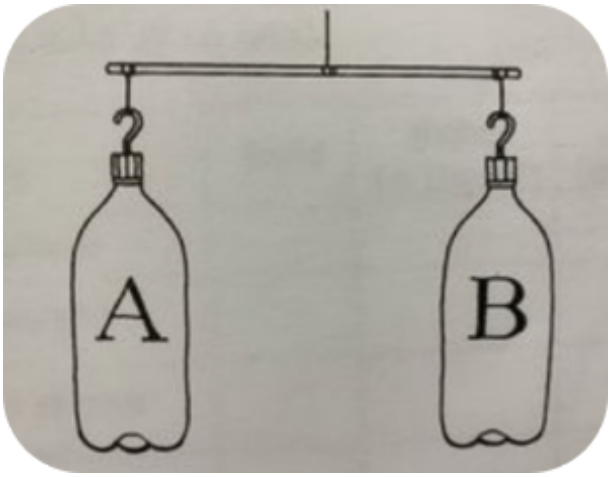
1. Look at the leaves labeled A to E.
2. Compare their sizes without rearranging them.
   Q1. What is the arrangement from smallest to largest? Write only the labels.

Station 2:

1. Look at the fruits labeled A to E.
2. Compare their sizes without rearranging them.
   Q2. What is the arrangement from smallest to largest? Write only the labels.
3. Without rearranging the fruits, feel each fruit and compare their heaviness.
   Q3. What is the arrangement from heaviest to lightest? Write only the labels.

Part B. (As a class)

1. Look carefully at the setup of two identical water bottles labeled A and B that are balanced.



[Note for the illustrator: This image is from UP NISMED (2002); can be redrawn so that the upper string is attached to an iron ring connected to an iron stand.]

2. Feel the bottles A and B. Compare their heaviness.
   Q4. Which bottle is heavier?
   Q5. Why do you think so?
3. Place a small crayon in bottle A.

Q6. Which bottle is heavier?
Q7. Why do you think so?

4. Place a bigger crayon in bottle B.
Q8. Which bottle is heavier?
Q9. Why do you think so?

5. In this simple guided activity, you used a particular science process skill to compare the sizes and heaviness of different objects.
Q10. Which science process skill did you use?
Q11. How did you use it?

Notes for Facilitators:

- Before doing the activity, prepare the materials needed. Consult the teacher for possible alternative materials.
- Let the learner ask questions before the conduct of the activity.
- During the activity proper, guide the performance of the learner.
- For the assessment, consult the teacher on how to facilitate this.

Assessment: (As a class)
Ang Misteryosong Bayong. Find out what objects are inside the mystery basket. Listen to your teacher for further instructions.



[Note for the illustrator: These images are from Canva; can be redrawn]

Extension/Differentiation:

- More varied stations can be prepared.

LEARNING ACTIVITY SHEET

Learning Area:	**Science**	**Quarter:**	**2**
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Lesson Title/ Topic:	**Science Process Skills**		
Name:		**Grade & Section:**	**3**

Activity 3: Scavenger Hunt: Where are these objects?

Objectives: At the end of the activity, you should be able to:

1.describe objects based on their color and shape;
2.describe objects based on their texture and shape; and
3.describe objects based on their hardness, texture, and shape.

Materials Needed: (per pupil) notebook, pen, drawing materials; (per group) group data notebook

Duration: 40 minutes

What to Do:

Part A. Station 1 (Per pupil)

1. Look around you.
2. Look for a yellow, red, orange, green, or blue object.
   Q1. What is the object?
   Q2. What is its color?
3. Draw and label it in your notebook.
4. This time, look for an object that is yellow, red, orange, green, or blue, and round, rectangular, square, oblong, or triangular.
5. Draw and label it in your notebook.
   Q3. What is the object?
   Q4. Describe its color and shape.

Part B. Station 2 (Per pair)

1. Look around you.
2. Find a smooth object.
   Q5. What is that object?
3. Find a rough object.
   Q6. What is that object?
4. Find an object that is smooth and round.
5. Draw and label it in your notebook.

Part C. Station 3 (Per group)

1. Look around you.
2. Find a soft object.
   Q7. What is that object?
3. Find a hard object.
   Q8. What is that object?

4. Find an object that is hard, smooth, and round.
5. Draw and label it in your group data notebook.

Part D. Station 4 (Per group)

1. Look around you.
2. Pick up an object.
   Q9. What is that object?
   Q10. Describe the color, shape, texture, and hardness of the object.

Notes for Facilitators:

- Before doing the activity, prepare the different stations with the objects to be found. Consult the teacher for possible alternative materials.
- Let the learner ask questions before the conduct of the activity.
- During the activity proper, guide the performance of the learner.

Assessment:

Study the object below. Describe its color, shape, texture, and hardness. Write your answer on a ¼ sheet of paper.



A marble (Image source: Maria Michelle V. Junio)

Extension/Differentiation:

- More stations can be prepared using objects that the learners are familiar with.