GRADES 1 to 12 DAILY LESSON LOG	School:	Visit DepEdResources.com for More	Grade Level:	III
	Teacher:	File created by Ma'am REYNILDA C. ANTIOLA	Learning Area:	SCIENCE
	Teaching Dates and Time:	FEBRUARY 26 – MARCH 1, 2024 (WEEK 5)	Quarter:	3RD QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES					
A. Content Standards	The learners demonstrate understanding of motion of objects.				
B. Performance Standards	The learners should be able to Observe, describe, and investigate the position and movement of things around them.				
C. Learning Competencies/Objectives	Identify objects that can be moved by a magnet. (Magnetic and Nonmagnetic materials)	Identify the force that can make objects move such as gravity.	Identify things that can make objects move: - Identify the poles of a magnet.	Identify things that can make objects move: _state that like poles repel; unlike poles attract	Identify forces that can make objects move such as people, water, wind, gravity and magnets.
Write the LC code for each	**S3FE-III-c-d-2**	**S3FE-III-c-d-2**	**S3FE-III-c-d-2**	**S3FE-III-c-d-2**	**S3FE-III-c-d-2**
II. CONTENT					**Force and motion**
III. LEARNING RESOURCES					
A. References					
1. Teacher's Guide pages	Pages 135-136	Pages 135-136	Pages 137-138	Pages 137-138	Pages 131-136
2. Learner's Materials pages	Pages 112-115		Pages 112-115	Pages 112-115	Pages 105-111
3. Textbook pages					
4. Additional Materials from Learning Resource (LR) Portal					
B. Other Learning Resources	The New Science Links 3	Science in our World 3	The New Science Links 3	Science in our World 3	The New Science Links 3
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	Ask: What are the different types of magnets?	Ask: What was our lesson yesterday?	What kind of objects do magnets attract?	Ask: What was our lesson yesterday?	Ask: How do objects move?

B. Establishing a purpose for the lesson	What does a magnet do?	Ask a pupil to throw a ball as high as he can up in the air.	Show a magnet to the class. Let them describe the magnet.	Flashing of cards: Let the pupils read the words aloud.	Present a puzzle on a chart and ask the pupils to identify the forces that can make objects move.
C. Presenting examples/instances of the new lesson	Present pictures of Magnetic and Non magnetic materials.	Ask: Do you know what force makes the ball fall back to the ground?	The teacher will present what should objects possess for them to be attracted by magnets?	Instruct the pupils to classify the objects attracted by the magnet and objects not attracted by the magnet.	Discuss the words found in the puzzle.
D. Discussing new concepts and practicing new skills #1	Let the pupils differentiate magnetic and non magnetic materials.	Present an illustration about gravity and ask some pupils to describe it.	Present an illustration showing two poles of a magnet: south and north. Give the activity sheets to each group with instructions. And ask them to do the activity.	The teacher will discuss that like poles repel; unlike poles attract.	Present different pictures and ask the pupils to identify the force exerted on it.
E. Discussing new concepts and practicing new skills #2	Let the pupils do Activity 1, let them identify the objects that can be moved by magnet.	The teacher will discuss the lesson.	Let each group present their answers.	Let the pupils inspect the objects they have that were attracted by the magnet and those that are not. Let them do it by group.	Have a contest on identifying the forces that make objects move.
F. Developing mastery **(Leads to Formative Assessment 3)**	Let the pupils present their work. Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	Present an illustration about the force of gravity and the way the planets move. Let the pupils work on it by group.	The teacher will present two illustrations: Box A: pattern shows that unlike poles attract each other. Box B: What does the illustration show? Let the pupils answer the question.	Let each group perform the activity and discuss their answers.	Group the pupils into four and let them answer the following: 1. What is gravity? 2. What does a magnet do? 3. What objects can be moved by water? 4. What objects can be moved by wind?
G. Finding practical applications of concepts and skills in daily living	Discuss each question in the activity.	Let a representative from each group discuss their answers.	Ask: What happens if you place the north pole of one magnet near the north pole of another magnet?	Ask one representative from each group to discuss their work.	Let a representative from each group discuss their answer.
H. Making generalizations and abstractions about the lesson	Ask: How can magnets move things? What is the difference between magnetic and non magnetic materials?	Ask: What is gravity?	Ask: What is the difference between magnet and magnetism? What kind of objects do magnets attract?	What should objects possess for them to be attracted by magnets?	Ask: What are the forces that make objects move?
I. Evaluating learning	Circle the magnetic materials and box the non magnetic materials. iron rubber safety pins	Answer the following questions: 1. What is gravity? 2. How does earth's gravity affect objects near earth?	Choose the correct word for each sentence from the word box. attract left repel pull directions	Draw what would happen to two bar magnets that are placed:	Supply the correct word that completes the sentence. 1. The flag on top of the pole can be moved by_____. 2. The table can be pushed by__.

	wood plastic cloth needle nickel steel paper glass	3. What must you do to overcome gravity? 4. Which object is difficult to lift against gravity a marble, a chair, or a car? Why?	1. Magnets pull when they ____. 2. Magnets push when they ___. 3. Things can move from ____ to right. 4. The places in a magnet where magnetism is the strongest are at magnet's _____. 5. Things can move in different ___.	1. with their N poles facing each other; 2. with their S poles facing each other; and 3. with their N and S poles facing each other.	3-4. The balloon tied on the chair can be moved by _____and ____. 5. The thumbtacks on the floor can be picked without touching using a _____.
J. Additional activities for application or remediation	Read about where magnets come from.	What are the different forces that make objects move?	Bring a toy car for tomorrow's activity.	What are the different ways of making objects move?	What kind of objects does magnet attract?
V. REMARKS					
VI. REFLECTION					
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?					