



GRADES 1 to 12
DAILY LESSON LOG

School:
Teacher:
Teaching Dates and Times: **APRIL 11-14, 2023 (WEEK 9)**

Grade Level: **III - FL**
Learning Area: **SCIENCE**
Quarter: **3RD QUARTER**

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I OBJECTIVES					
A. Content Standard			Motion of Objects		
B. Performance Standard			Observe, describe, and investigate the position and movement of things around them.		
C. Learning Competency		Describe the movement of objects as fast or slow./ forward and backward S3FE – IIIe –f -3	Describe the movement of objects as fast or slow./ forward and backward S3FE – IIIe –f -3	Describe the act of stretching and compressing objects. S3FE – IIIe –f -3	
II CONTENT		Different Movements of an Object	Different Movements of an Object	Acts of Stretching and Compressing Objects	
III. LEARNING RESOURCES					
A. References					
1. Teacher’s Guide Pages		CG p.20 of 64	CG p.20 of 64.	188 -189	
2. Learner’s Materials pages					
3. Text book pages					
4. Additional Materials from Learning Resources					
B. Other Learning Resources					
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson		How did you move the car in yesterday’s activity?	How did you move the car in yesterday’s activity?	How to make an object move forward and backward? How to make an object move fast and slow?	
B. Establishing a purpose for the lesson		Who among you has to watch a track and field competition? How was it? How can one win a game?	Who among you has to watch a track and field competition? How was it? How can one win a game?	Show the rubber band to the class. What can you do to a rubber band?	

				Where do we usually use rubber bands?	
<i>C. Presenting Examples/instances of new lesson</i>		Divide the class into groups with five members each.	Divide the class into groups with five members each.		
<i>D. Discussing new concepts and practicing new skills #1</i>		Which of the two cars moves faster? Why?	Which of the two cars moves faster? Why?	What happened to the rubber band after release?	
<i>E. Discussing new concepts and practicing new skills #2</i>		What direction did it go?	What direction did it go?		
<i>F. Developing mastery (Leads to Formative Assessment)</i>					
<i>G. Finding Practical applications of concepts and skills</i>		Group report.	Group report.		
<i>H. Making generalizations and abstractions about the lesson</i>		Fordyce can speed up or slow down the movement of an object. An increase in the amount of force exerted on a moving object makes it moves faster. On the other hand, a decrease in the amount of exerted force makes the object move slower.	Fordyce can speed up or slow down the movement of an object. An increase in the amount of force exerted on a moving object makes it moves faster. On the other hand, a decrease in the amount of exerted force makes the object move slower.		
<i>I. Evaluating Learning</i>		Describe the movement of the blade of an electric fan	Describe the movement of the blade of an electric fan.	Draw down five objects that can be stretched and compressed.	
<i>J. Additional activities for application or remediation</i>		Cut pictures of objects that can move fast or slow.	Cut pictures of objects that can move fast or slow.	List down five objects that can be stretched and compressed found at home.	
V. REMARKS					
VI. REFLECTION					
<i>A. No. of learners who earned 80% on the formative assessment</i>					

<i>B. No. of Learners who require additional activities for remediation</i>					
<i>C. Did the remedial lessons work? No. of learners who have caught up with the lesson.</i>					
<i>D. No. of learners who continue to require remediation</i>					
<i>E. Which of my teaching strategies worked well? Why did these work?</i>					
<i>F. What difficulties did I encounter that my principal or supervisor can help me solve?</i>					
<i>G. What innovation or localized materials did I use/discover that I wish to share with other teachers?</i>					