

 GRADE 3 DAILY LESSON LOG	School:	SAPANG ELEMENTARY SCHOOL	Grade Level:	III-MELON
	Teacher:	EPIFANIA M. BOLANTE	Learning Area:	SCIENCE
	Teaching Dates and Time:	JANUARY 8-12, 2024 (WEEK 8)	Quarter:	2ND QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
--	--------	---------	-----------	----------	--------

I.OBJECTIVES					
A.Content Standards	Demonstrate understanding of external parts of plants and their functions, importance to humans. / Basic needs of plants, animals, and humans.				
B.Performance Standards	Demonstrate the uses of plants	List down activities which they can perform at home, in school, or in their neighborhood to keep the environment clean.			
C. Learning Competencies/Objectives	State the importance of plants to humans	Identify observable characteristics that are passed on from parents to offspring.	Identify the basic needs of humans, animals, and plants.	Explain how living things depend on the environment to meet their basic needs.	Answer questions correctly.
Write the LC Code for each	S3LT – Iie –f-9	S3LT-IIg-h -13	S3LT –Iii-j-14	S3LT –Iii-j-15	
II.CONTENT	Uses of Plants	Physical Traits of Animals	Basic Needs of Humans, Animals, and Plants	How Living Things Depends on their Environment	Summative Test
III.LEARNING RESOURCES					
A.References					
1.Teacher’s Guides/Pages					
2.Learner’s Materials Pages					
3.Textbook Pages					
4.A additional Materials from Learning Resources (LR) portal					
B.Other Learning Resources	powerpoint presentation,pictures	powerpoint Presentation, pictures	pictures	pictures	questionnaires,answer sheet
IV.PROCEDURES					
A. Reviewing the previous lesson or presenting the new lesson	Do plants have similarities? How? Do plants have differences? How?	What physical traits are common or shared among a certain group of people?		What are the basic needs of living things?	Giving general Instruction
B.Establishing a purpose for the lesson	What are the uses of plants?	We will discuss the observable physical traits shared by animals of the same kind. Post pictures of animals.	Divide the class into 3. Activity 1: Observe an animal. List down on your paper what it needs to live. Activity 2: List down the things a plant needs to grow healthy.	What is your favorite food? Where do you think these foods came from?	Sort of review
C.Presenting examples/instances of the new lesson	Let them answer the graphic organizers of Uses of Plants. Can you say that plants are useful to man?		Show the pictures of a baby boy, a kitten, and a sprout. Are they living things?	Divide the class. Each group will do a role play. 1- the importance of sunlight to plants	Distribution of test papers

				2- the importance of food from living things 3- the importance of animals to other animals 4- the importance of humans 5- the importance of plants to humans.															
D. Discussing new concepts and practicing new skills #1	What are the uses of plants? What plants provide humans with food? Who do hat plants provide?	What physical traits are similar to them? Write the answer on the board.	What are the basic needs of humans,animals, and plants?	What living things were involved in the role play?	Pupils answer the test.														
EE. Discussing new concepts and practicing new skills #2					retrieval of answer sheets														
F. Developing mastery (Leads to formative assessment)		Write a short paragraph about the observable physical traits of animals.																	
G.Finding practical/applications of concepts and skills in daily living	Divide the class into five groups. Fill out the data asked for in this chart. <table border="1"><tr><td>N a m e o f P l a n t</td><td>Ki n d o f P l a n t</td><td>P a r t o f U s e d</td><td>H o w</td><td>F o o d</td><td>M e d i c i n e</td><td>C l o t h i n g</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	N a m e o f P l a n t	Ki n d o f P l a n t	P a r t o f U s e d	H o w	F o o d	M e d i c i n e	C l o t h i n g								Divide the class into four groups. Draw a group of animals of the 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	Write a short paragraph about the comparison of the basic needs of humans, plants, and animals based on the group activity.	Make a poster on how animals depend on their environment.	Checking
N a m e o f P l a n t	Ki n d o f P l a n t	P a r t o f U s e d	H o w	F o o d	M e d i c i n e	C l o t h i n g													
H. Making generalizations and abstractions about the lesson	What are the uses of plants?	Why are similar kinds of animals are different in characteristics?	Do humans, plants, and animals have the same basic need?	How do living things depend on their environment?	Getting the frequency of correct responses														
I. Evaluating Learning	Put a star on the space provided before each number if the plant is a source of food, a cross mark if it is a source of medicine, and a check mark if it is provides both food and medicine or used for other purposes. __1. Guava leaves __ 2. Gumamela __3. Orchids __ 4. Oregano __ 5. abaca	The work of the group serves as pupils' performances.	Write yes if the statement is correct and No if it vis not. 1. Do animals need clean air and water to live? 2. Will plants live if there is not enough water? 3. Do animals need clothing like humans do?	Give a short answer on the ff. questions. 1. Why is water important? 2. Why is the sun important? 3. Why are plants important?	Recording														

J.Additional activities for application or remediation	List down five uses of plants in your notebook.	Cut pictures of animals having similar characteristics to a human.	List down 3 similarities in the basic needs of animals, human,and plants.	Cut pictures of different beautiful views in our country.	
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 ledarners who continue to require remediation					
E.Which of my taching 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?					