

 GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	III-Magnolia
	Teacher:		Learning Area:	Science
	Teaching Dates and Time:	FEBRUARY 27 – MARCH 3, 2023 (WEEK 3)	Quarter:	3RD QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURDAY	FRIDAY
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I.OBJECTIVES					
A.Content Standards	Demonstrate the understanding of motion of objects				
B.Performance Standards	Learners should be able to observe, describe, and investigate the position and movement of things around them				
C.Learning Competencies/Objectives	Describe the movements of objects such as people, water, wind, magnets				
Write the LC Code for each	S3FE-IIIc-d-2				
II.CONTENT	Describing the Position of an Object Relative to Another Object	Describing the Location of an Object after It has Moved			Summative Test
III.LEARNING RESOURCES					
A.References					
1.Teacher’s Guides/Pages	133-134	135-136	137-138	139-140	
2.Learner’s Materials Pages	120-121	122-123	123-124	124-125	
3.Textbook Pages					
4.Additional Materials from Learning Resources (LR) portal					
B.Other Learning Resources					
IV.PROCEDURES					
A.Reviewing previous lesson or presenting the new lesson	What makes the wind wheel move? Are there windmills in the Philippines that are used to generate electricity?	What are the things that can make objects move?	What kind of objects does magnet attract? What should objects possess for them to be attacked by magnets?	How can you make objects move? What are the different ways of making objects move?	
B.Establishing a purpose for the lesson	Show a model of paper boat. Ask: Where do you find this kind of object? How it is called? How does it work?	Show different types of magnets. Can you describe each of these magnets? What name is given to each type? What does a magnet do?	Show a bar magnet to the class. Ask pupils to describe the magnet.	Do you like toy car racing? How can you make the toy cars move in different ways?	
C.Presenting examples/instances of the new lesson	Let us try to make a paper boat and try it out in a large basin of water.	Group Activity. Answer Activity 1 on LMp.122	What do you want to know about bar magnets? Write their questions on the board.	Group Activity. Answer Activity3 on LMp.124	
D.Discussing new concepts and practicing new skills #1	Answer Activity 5 on LMp.120	Discuss each question on the activity.	Group Activity. Answer Activity 2 on LMp.123.	Ask pupils to select group leaders to discuss their findings.	
E.Discussing new concepts and practicing new skills #2	Discuss pupils’ answers on Activity.	Discuss pupils’ answers on Activity.	Ask pupils to select group leaders to discuss their findings.	Discuss pushing and pulling.	
F.Developing mastery (Leads to formative assessment)	Discuss that the object was moved by water.	Discuss that objects attracted to a magnet are made of iron and some	Discuss what bar magnet is.	Discuss the KWL chart. Let pupils answer the last column, about what	

		metals. Not all metals are attracted to a magnet(aluminum, brass, copper)		they have learned in Lessons 1 and 2 of unit 3.	
G.Finding practical/applications of concepts and skills in daily living	Taking Care of Environment	Cooperation	Cooperation	Cooperation	
H. Making generalizations and abstractions about the lesson	Water can make objects move. Water exerts a force that causes objects like the paper boat to move.	A magnet doesn't necessarily have to be directly touching a magnetic object to affect it. It can attract a magnetic object at a distance.	A bar magnet has two magnetic poles called South and North Poles. The strength of a magnet is greatest at the poles. Like poles repel, while unlike poles attract.	Objects can be move by pushing, pulling, using a magnet and faming. People, water, wind and magnets can make objects move.	
I.Evaluating Learning	A plastic ball is placed in a basin with water. Write two ways to make the ball move without touching or blowing it.	Check pupil's answers on the activity.	What would happen to two bar magnets placed: 1. with their N poles facing each other 2.with their S poles facing each other 3. with their N and S poles facing each other.	Answer Assessment on TGp.140. Complete the statement on the right of the picture. Choose the word from the box below.	
J.Additional activities for application or remediation	Draw a situation where water is used to move an object.	Read about where magnets come from.	Bring a toy car(non-battery operated) for tomorrows activity.	Review your previous lesson.	
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?					