



**GRADES 1 to 12
DAILY LESSON LOG**

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| School: | DepEdClub.com | 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 |
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| 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? |

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| 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___. |

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| | 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? | | | | | |