MATATAG K to 10 Curriculum Weekly Lesson Log	School:		Grade Level:	3
	Name of Teacher		Learning Area:	Science
	Teaching Dates and Time:	SEPTEMBER 8 - 12, 2025 (WEEK 3)	Quarter:	Second

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I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES				
A. Content Standards	Characteristics of growth, response and reproduction identify living things.			
B. Performance Standards	By the end of the Quarter, learners describe the basic needs of living things. They explain how the body parts allow them to carry out their daily activities. They recognize the need to protect the environment to ensure that the basic needs of living things can be met. They observe and measure living and nonliving things in their local environment. They make models and collages of living things and their basic needs.			
C. Learning Competencies	1. observe and describe the difference between living and nonliving things and give examples of each that can be found in the local environment; 2. describe the characteristics of living things: they grow, respond, and reproduce			
D. Learning Objectives	By the end of the lesson the learners will be able to: 1. identify living and nonliving things in the surroundings; 2. describe the differences between living things and non-livings; 3. classify objects and organisms as living and non-living things; 4. give examples of living things and non-living things	By the end of the lesson the learners will be able to: 1. describe how plants and animals change as they grow; 2. explain how plants react to the surroundings and how this helps them stay alive; 3. describe how animals react to their surroundings to stay safe; 4. give examples of living things that grow and respond.	By the end of the lesson the learners will be able to: 1. describe how living things reproduce such as plants producing seeds, animals giving birth or laying eggs; 2. explain why animals and plants need to reproduce; 3. give examples of living things that reproduce.	By the end of the lesson the learners will be able to: describe characteristics of living things: they grow, respond to the surroundings and reproduce
II. CONTENT	Characteristics of Living things			

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III. LEARNING RESOURCES				
A. References	Department of Education (2023) MATATAG curriculum grades 3-10. Department of Education.	Department of Education (2023) MATATAG curriculum grades 3-10. Department of Education.	Department of Education (2023) MATATAG curriculum grades 3-10. Department of Education.	Department of Education (2023) MATATAG curriculum grades 3-10. Department of Education.
B. Other Learning Resources	Campbell, N.A., Mitchell, L.G. & Reece, J.B. (2000). *Biology: Concepts and Connections.* Pearson Education Asia	Youtube videos: Gphase (2018, September 29). Positive phototropism/demonstrat ion [Video]. Youtube. https://www.youtube.com/watch?v=DhITXtENPrU GPhase (2018, October 19). Negative gravitropism/demonstrati on [Video]. Youtube. https://www.youtube.com/watch?v=Rb55mj8xkxk LWLapse (2023, August 28). Experience the mesmerizing dance of morning glory vines; Thigmotropism time lapse incl BTS footage [Video]. Youtube. https://www.youtube.com/watch?v=Jb-sYDtRTUw Houston Zoo (2014, April 25). Cheetahs running. [Video]. Youtube. https://www.youtube.com/watch?v=7t_OysaqHRc	Youtube videos: DIY Garden Ideas (2021, November 15). How to propagate sweet potatoes in water for many roots and tubers [Video]. Youtube. https://www.youtube.com/watch?v=TeR-x3t4wI4 100B (2021, November 29). Here's how these 10 animals lay eggs [Video]. Youtube. https://www.youtube.com/watch?v=GAApfXi97VY Maryland Farm and Harvest (2021, August 10) Watch baby animals be born! [Video]. Youtube. https://www.youtube.com/watch?v=YQaMS3bjdIw	Campbell, N.A., Mitchell, L.G. & Reece, J.B. (2000). *Biology: Concepts and Connections.* Pearson Education Asia

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IV. TEACHING AND LEARNING PROCEDURES				
Before/Pre-Lesson Proper				

Activating Prior Knowledge (2 minutes)	Begin by stating to the learners, *In the previous lesson, we learned how to observe, predict, and measure things around us. Today, we will use those skills to find out which things are living and nonliving.* Ask the learners to look around their surroundings, you may say, *Look around the classroom and outside the window. What are some things you see?" (I see a tree!", "I see a rock!", "There's a dog!"* *"I see table and chairs!")* Let the learners play a quick game. Instruct them to point at something that they think is alive. Call 3- 4 learners to do this. *(Learners may point at things like a person, bird, or a dog).* Next, let them point at something that is not alive." *(Learners may point at things like a bag, a chair, or a pencil.)*	Show pictures or objects to the class *(e.g., a plant, a rock, a dog, a chair).* Let the learners say if it is living or nonliving and explain why by helping them through guiding questions. - *What are living things?* (*"Things that grow, move, eat, breathe, and change.")* - *What are nonliving things?* *("Things that do not grow, move, or need food.")* Then say to class, *We said that living things grow. But how do they grow? We say that living things respond or react to the surroundings. But how do they respond to their surroundings? That's what we will learn today. We will talk about how living things change and react to their surroundings.*	Show pictures of a baby, a toddler and a 9-year-old child. Ask the learners, *What do you notice on the child?* *(The child became taller, and he can stand. His legs and arms became longer.)* *If his mother calls her child, what will he do?* (*He will look and walk toward her.)* *What characteristic of living things have we observed from the pictures of the child?* *(Living things grow.)* *And what characteristic of living things is shown when the child goes near when being called?* (*Living things respond to the surroundings.)* *But do you wonder where that baby came from?* *(He came from her mother.)* *Have you ever seen a pregnant mother? How would you describe her? (She has a big belly*)	Show pictures of objects: A ball, a seed and rock. Ask them, *Which of these objects can grow?* *(The seed will grow.)* *Why? (Because the seed is a living thing.)* Show pictures of a chair, a chicken and a table Ask them, *Which of these things CANNOT make more of its own?* *(The chair and the table.)* *Why do you think so? (Because the chair and the table are not living things)* Show pictures of a cat, a doll and a pencil Ask them, *If you will bring food near it, which of these things will come near the food? (The cat will go near the food)* Follow it up with another question, *What are these characteristics living things have that nonliving*

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	Tell the class, *Today, we're going to discover how we can tell if something is alive or not. Let's explore and find out together!*	Let the learners pair up and discuss each question before sharing answers. Ask them, *What changes have you noticed in your body since you were younger* (*I grew taller. I got stronger. My hair got longer.) Do animals and plants also grow? Can you give an example? (Yes! A puppy grows into a dog. A seed grows into a tree.)* *Do animals and plants react to their environment? (Yes)* Say to the class, *Today we will talk about how living things change and react to their surroundings.*	Why does she have a big belly? *(There's a baby inside her.)* *And what will happen to that baby after several months? (The baby will come out from her.)* Tell the class, *Living things reproduce. When we say reproduce, living things make more of their kind. But how do living things reproduce? That is what we are going to find out.*	*things do not? (They grow, they respond, and they reproduce.)*
Lesson Purpose/Intention (2 minutes)	Show two pictures to the class: Picture 1: Plants and animals. Picture 2: Rocks, a river, and a mountain. Ask: *"What do you see in these pictures?"* Call a student to share their answer. Write the responses on the board in two columns: (Right side: Living things Left side: Non-living things) Guide their thinking by asking: *Have you seen these objects before? Have you*	Show two sets of pictures, a baby animal *(puppy, chick, tadpole)* and an adult animal *(dog, hen, frog*). A young plant (*seedling*) and a fully grown plant (*tree or flowering plant*). Ask them, *What do you notice about the baby and the grown-up animal? (The baby is smaller. The grown-up is bigger and looks different.) Do baby animals always stay small? (No. They grow bigger over time.) What do*	Show pictures of baby animals (e.g. kittens, puppies) Ask the learners, *Where do kittens come from? (They came from cats)* *How do you know that the kittens came from their parent cats and not from the dogs? (The kitten and the cat look similar.)* *How about the puppies? Where did the puppies come from?*	Show pictures of a mongo seed growing into a plant Ask them, *What characteristic of living things does it show?" (They grow.)* Show pictures of cats with their kittens and dogs with their puppies. Ask them, "What characteristics of living things do these pictures show? *(They make more of their own. They give birth to*

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	seen these objects in real life? What do you notice about the things in the first picture (plants, animals, etc.)? And what about the second picture (rocks, river, etc.)? *Can you think of any reasons why the things in the first picture are alive and the ones in the second picture are not?* Lead them to the concept that the right-side objects are living things, and the left- side objects are non-living things.	*you think will happen to them after several years? (They change, grow bigger, and become stronger.)* Then, let the class watch a short video (or demonstrate with an action) showing an animal reacting to a sound. (*Example: A dog barking when hearing a loud noise, or a cat jumping when startled, or a bird flying away when someone approaches)* Ask them, *What did you see in the video? (The animal moved after hearing a sound.) Why do you think the animal behaved that way? (It reacted to what it heard.) What did it hear? (A loud noise /a person /something scary.) Do people also react to sounds? Can you give an example? (Yes! Answers may vary)*	*(They came from their parent dogs.)* *What do you notice? Can living things come from nonliving things? (No.) And what do you notice between the baby animal and the parent animal* (*They look similar.)* Tell the learners, *Living things make more of their kind. But how do they make more of their kind?* Let then perform the activity about living things and how they reproduce.	*baby animals.)* Show pictures of a plant bending towards the light Ask them, *What characteristics of living things does this picture show? (They respond to the surroundings)* Tell them that living things demonstrate these characteristics, ask, *Can you give one animal or plant and explain how it reproduces, grows and responds to the surroundings?* You may give an example first: Dog reproduces by giving birth to live puppies; grows from a puppy to an adult animal; responds by barking.

Lesson Language Practice (3 minutes)	Create a set of word cards *(each card will contain one of the vocabulary words)* and a set of definition cards *(each card will contain a simple sentence or definition of that word)*. Distribute to the few learners the vocabulary	Let the learners understand and use the word “respond” in the context of living things. Tell the class, *Today, we will learn how living things grow and respond to their environment. First, let's*	Let them play a quick game. Show a group of jumbled letters and a clue or meaning. Let the learners figure out the correct word. Instruct them to use pad paper and pencil. Give them few moments to think and	Tell the class that they will play a quick game again. Show them scrambled letters and a clue about what the word means. The learners will unscramble the letters and write the correct word on the paper. After getting

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	word cards and place the definition cards face down in the middle of the room or table. Use the vocabulary word in a sentence to help the learners understand its meaning and ask them guide questions. Then, let the learners take turns drawing a definition card and matching it with the correct vocabulary word. Sample Matching: **Living** Sentence: "The dog is living. It is breathing and playing in the yard." Question: "What does 'living' mean in this sentence?" *Possible Answer: "It means the dog is alive and doing things like breathing and moving.*" **Non-Living** Sentence: "The pencil is nonliving. It does not grow or move." Question: "What does 'nonliving' mean in this sentence?" *Possible answer: "It means the pencil cannot grow or move by itself."*	*understand the word* ***respond****.* Say, *When we say something* ***responds****, it means it reacts to what is happening around it. For example: A dog responds when you call its name by wagging its tail or coming to you. Plants respond to sunlight by growing toward the light.* Then you may guide the learners to understand "respond" by acting out situations. Tell them the situation, and let the learners act out or describe how they would respond. Example: "What would you do if you suddenly felt cold?" *(Learners might pretend to shiver or put on a jacket.)* "How does a fish respond when the water is too hot?" *(It might swim away to a cooler area.)*	write the answer. When their done, tell them to quietly raise their hand and you will call on someone to share. Then, flash the group of letters and the meaning of the word. These are the group of letters. 1. EPORDREUC- This means to make more of its kind, just like when animals have babies or plants grow new seeds. Give learners 10–15 seconds to write. Call on one student to share. If correct, show the word on the screen: REPRODUCE. Say, *That is our key word today reproduce. Living things reproduce to make more of their kind.* 2. RETNAP- This can be your father or your mother. Give learners 10–15 seconds to write. Call on one student to share. If correct show the word on the screen PARENT. Say, *A parent is an adult living thing that*	the correct answer, let them use the word in a sentence. Instruct them that they will be given 10- 15 seconds to write their answer. (Note: Teacher may prepare simple rewards like stickers, stars, or stamps.) These are the group of letters. 1. EVIVRUS - It means to stay alive. (Call a student with hand raised.) Correct word: SURVIVE 2. (Sample sentence: Living things need to survive so they can grow and reproduce.) 3. XNCTEIT- This word means all of them have died. You cannot find this animal anymore. (Call a student with hand raised.) Correct word: EXTINCT (Sample sentence: When living things can no longer reproduce or survive, they can become extinct, like the dinosaurs.) 4. THWGRO- This is what happens when a living

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			can reproduce like a mother cat or a father dog. 3. GREPTNAN- This is a mother who has a baby growing inside her. Give learners 10– 15 seconds to write. Call on one student to share. If correct, show the word on the screen PREGNANT. Say, *A pregnant woman has a baby growing inside her. That's part of how humans reproduce.* (If no one gets it, show the answer after two incorrect responses.)	thing gets bigger or taller. (Call a student with hand raised.) Correct word: GROWTH (Sample sentence: Growing is one of the things that only living things can do.) (If no one gets it, show the answer after two incorrect responses.)
During/Lesson Proper				

Reading the Key Idea/Stem (2 minutes)	Pose this question on the board or use a PowerPoint presentation: Have you ever wondered why a tree grows, but a rock does not? Why do animals move, but chairs stay in one place? Then say, These are the questions we will answer today as we learn about living and nonliving things!	Pose a question: How do you know that a living thing grows? How do you know that a living thing knows there is food nearby? What does it do? Do plants know where there is more sunlight? Then say, *These are the questions that we will investigate in this activity.*	Pose these questions to the class, Did you ever wonder how living things make more of its kind? What do you know about how plants make more plants? How do animals make more animals? Tell the learners, *So in our lesson, you will know different ways animals and plants reproduce.* *Then you will give*	*Pose these questions on the board or use a PowerPoint presentation:* ● Can a living thing only grow, but not respond to its surroundings? (Pause and let learners think. You may call one learner to share. ● Can a living thing reproduce, but not grow or respond? (Call another student to share their answer.)

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	Pre-activity 1. Before the activity, 2. prepare the necessary materials. 3. Distribute the activity sheets to the learners. 4. Instruct the learners to write the table on their notebook. 5. Do a pre-activity discussion that will focus on the objectives of the activity and safety guidelines. Safety Guidelines: ● Stay close to your classmates and teacher. ● Don't touch anything unless your teacher says it's okay. ● If you see something unsafe, tell the teacher immediately.	*Pre-activity* Part A. Growth Start preparing monggo seeds five days before the class meeting. 1. Make five setups using transparent plastic cups with wet cotton. Each plastic cup will be a setup. *2.* Plant 10 monggo seeds in cotton for each day for five days. The first setup will be the 5-day old, the second will be 4-day old, the third setup the 3-day old, the fourth setup the 2- day old and the fifth setup will be the 1-day old. Label each setup as to how old the seedling is *(5-day old, 4-day old, 3-day old, 2- day old, 1-day old)* Part B. Response 1. Arrange in this order The four videos of living things' responses to environment. a. plants' response to light b. plants' response to gravity	*examples of living things that reproduce.* *Pre-activity* 1. Prepare 1 atis and 1 papaya fruit for each group. So, if there are 6 groups, there should be 6 of each kind. Use plastic plates for the fruits. 2. Open up the atis to show the seeds. 3. Cut the papaya in slices exposing the seeds. 4. Prepare also a bundle of camote tops and camote tuber for each group. So, if there are 6 groups, there should be 6 of each kind. 5. Prepare the videos on camote propagation and videos of reproducing animals. Links are provided in the activity proper. 6. Convert Youtube videos in mp4 format so that it can be viewed offline.	● Can a living thing respond to its surroundings but not grow? Then say, *These are good questions for us to think about. Today, we will learn more about these characteristics through an activity. Let's find out if all living things really do all three: grow, respond, and reproduce.* Pre activity (To be completed a day before the lesson by the teacher) 1. Materials Needed per Learner: – 1 small sheet of Manila paper (approximately A4 size) – Paste or glue – Kiddie scissors (with blunt ends) – to be provided or brought from home 2. Prepare 30 sheets of A4-sized Manila paper (one per learner). These will serve as individual output boards for the activity.

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		c. plants' response to touch d. animals' response 2. Prepare youtube videos for this lesson. Links are provided in the activity proper. 3. Convert Youtube videos in mp4 format so that it can be viewed offline.		3. Remind learners a day before the lesson to bring paste or glue for the activity. Ensure you have enough child-safe scissors in class (or remind them to bring their own). Safety Guidelines: Brief learners on how to use scissors properly before the activity begins. Emphasize: *Use your scissors safely. Point it down when not in use.* *Only cut on your paper.*

Developing Understanding of the Key Idea/Stem (25 minutes)	Activity proper (12 minutes) 1. Have the learners perform *Activity 1: Alive or not? Let's investigate!* Instruct the learners observe the school grounds and take note of the living and nonliving things in the area. 2. Afterwards, have them complete the table which they classify as living and nonliving. 3. Under guide questions let them explain why they classify the things they say as living.	Activity Proper This activity consists of Part A (for growth) and Part B (for response). A. Growth (10 minutes) 1. Show the monggo seed samples to the class. Let the class observe the monggo seeds at different stages of germination. Allow them to describe the changes in the monggo seeds. 2. Have the learners observe pictures of young and adult animals and ask	Activity proper 1. Have the learners perform the Activity 3: How do living things reproduce? 2. Let them observe the atis and papaya fruits. (The fruits should be cut open to expose the seeds.) Let them answer the question (sample answer: I will plant the seeds from this fruit.) *3.* Then introduce the camote plant and ask them if they can find seeds. Ask them, *How can you make more camote plants?*	Activity proper 1. Distribute the activity sheet and instruct the class that they will make a chart showing the development stages of an animal starting from its birth or egg or seed until it becomes a mature living thing. The first example (sea turtle) is already given 2. Instruct the class to use a pair of scissors to cut the pictures and paste them on the chart on the worksheet. Then cut the chart and paste

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	4. Ask them to answer the guide questions and discuss their answers. *Post-activity (13 minutes)* 1. After students finish their observations, bring them together as a class. *2.* Ask some learners to share their observations. *Who can share one living thing they saw and explain why it's living? Who can share one nonliving thing they saw and explain why it's nonliving?* 3. Instruct the learners to answer guide questions. Guide Questions (with sample answers) A. Living Things Choose two living things from your list and complete these sentences: 1. The _____is a living thing because it can grow, respond to its surroundings, and reproduce.	them to compare the animals' body parts. 3. Instruct the learners to answer the guide questions in their notebook. *Post activity* Discuss the answers using the guide questions below. Guide questions: 1. What changes do you see as the seedlings grow from Day 1 to Day 2? *(There are plant parts growing upward and downward from the seed. The leaves start to come out and continue to grow upward.)* *2.* What parts of the plant grow longer or larger each day? *(The roots and stems grow longer, and the leaves become larger as the seedling grows.)* 3. How do body parts like legs change as the animal grows and gets older? *(As the animal grows its body parts develop*	4. Let them watch the video about propagating camote stem cuttings. Title: How to propagate sweet potatoes in water for many roots and tubers YT channel: DIY Garden Ideas Link: rb.gy/qrmgmr Ask them, *Do you know some plants that reproduce by seeds? Give one example (kaimito)* Ask them, *Do you know plants that reproduce by planting their roots stem and leaves? Give one example (carrot)* 5. Let the class watch two videos about animals and how they reproduce. http://y2u.be/YQaMS3bjdIw http://y2u.be/GAApfXi97VY Ask them, *Do you know some animals that reproduce by giving birth? Give one example (carabao)*	them on the Manila paper provided by the teacher. 3. Instruct them that there are questions that they need to answer. These questions pertain to the way the living is reproduced, and changes in their body parts as it grows. Copy and answer these questions on their notebook. 4. Start the discussion after they have finished the tasks A. CATS Ask them, *How do cats reproduce? (by being born alive*) Instruct them, *Describe how they grow based on the chart you made (Its body becomes bigger, tail becomes longer, head and ears become larger.)* B. COCONUT TREE Ask them, *How does a coconut tree make more new trees? (By planting the*

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	2. The _____is a living thing because it changes as it grows, and it can move or react to things around it. B. Nonliving Things Choose two nonliving things from your list and complete these sentences: 1. The _____is a nonliving thing because it does not grow or reproduce. 2. The _____is a nonliving thing because it does not respond to anything around it. *(Sample answers)* Living *1. The dog is a living thing because it can grow, respond to its surroundings, and reproduce.* *2. The cat is a living thing because it changes as it grows, and it can move or react to things around it.*	*becoming larger and stronger.)* 4. How can you tell that a living thing is growing? *(You can tell a living thing is growing when it gets bigger or taller.)* B. Response (15 minutes) 1. Tell the class, *Class, let's see what happens to the plant when the source of light is on one side only.* *2.* Play the video then tell the class, *Write down what you have observed in the video.* First video (Plants' response to light) http://y2u.be/DhITXtENPrU *3.* Ask the learners, *What did the plants do when the source of light was placed on one side? (The plants' shoots bent where there is more light.)* *4.* Ask the learners, *Why did the plant bend toward the light? What do they need to grow?*	Ask them, *Do you know some animals that reproduce by laying eggs? Give one example of this animal (quail)* 6. Ask them to answer the guide questions and discuss their answers. Guide questions: *1.* In what ways can plants make more of its kind? *(Plants can be made to reproduce by planting their seeds or their plant parts like leaves or stems.)* *2.* In what ways do animals reproduce to make more of its kind? *(Some animals give birth to live young while other animals lay eggs.)* 3. Compare the animals with their young. *a.* How are adult animals similar to their young? *(They look alike or they look similar.)* b. How are adult animals different from their young? *(Their body parts*	*coconut fruit which contains the seed)* Instruct them, *Describe the coconut tree as it grows. (Coconut leaves start to come out from the coconut. Then it becomes a small tree with no fruit yet. Then it becomes taller with coconut fruit)* C. CHICKEN Ask them, *How do chickens reproduce? (by laying eggs*) Instruct them, *Describe the chicken as it grows. (starts with an egg. Egg cracks with a small chick coming out. Chick can walk around having small body, small legs and short beak. Finally, it became an adult with large body longer beak bigger legs and a bigger tail)*

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	Nonliving 1. *The ball is a nonliving thing because it does not grow or reproduce.* 2. *The pencil is a nonliving thing because it does not respond to anything around it.*	*(Plants need sunlight to grow.)* 5. Then instruct the learners, *Let's watch the second video and observe what plants do when it is tilted to one side.* Remember that gravity always pulls objects down so its direction is always downward. Let's see if plants also go downward. 6. Play the video then tell them, *Record your observations in your notebook.* Second video: (Plants' response to the direction of gravity) http://y2u.be/Rb55mj8xkxk Ask the learners, *Did the plants move sideward, upward or downward? (They moved upward.)* Ask the learners, *How is their response useful for the plant?* *(The leaves get more sunlight which they need for growth)*	*differ in size. The body parts of their young are smaller than their parent)*	5. Then instruct them to do a role play of the animal or plant when it responds to the environment. 6. Instruct them to form three groups. First group will do a role play of cat being called by its master. Instruct them that some members of the group will take the role of the master and the others as cats. Second group will do a role play of a tree bending towards the sunlight. Instruct them that one of the members of the group will act as the sun while the rest will act as the trees. Third group will do a role play of a chicken running away from a running dog. Some members of the group will play the role of a dog while other members will act as the chicken. Caution the learners to be careful in doing the role play.

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		7. For the next video tell the class, *Let's have another video about what plants do when it touches something.* 8. Play the video then tell them, *Record your observation in your notebook.* Third video: (Plants' response to touch) http://y2u.be/Jb-sYDtRTUw 9. Ask the learners, *What happened when the plant touched the standing rod? (The stem wrapped around the rod like a snake as it continued to grow.)* 10. Follow it up with another question, *How can its response be useful for the plant?* (*It supports the plant to remain straight up so the leaves can get more sunlight.)* 11. For the last video tell the class, *Now that you saw how plants respond to*		

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		the surroundings, let's watch how animals respond. 12. Play the video and tell them, *Record your observations in the notebook.* Fourth video: (Animals' response to a moving object) http://y2u.be/7t_OysaqHRc *13.* Ask the learners, *What body parts were used by the cheetah to respond to what it saw? (The cheetah used its long legs to chase after what it saw)* *14.* Then follow it up with another question, *After watching the video on animals, what sense did it use? (The animal used its sense of sight)* *15.* Extend the discussion by telling them, *Think about a pet or an animal you know. How does it respond when it sees or smells food?*		

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		(It moves toward the food source.) Ask them another question, *How does its response help them? (It can keep them from getting hungry.)*		

Deepening Understanding of the Key Idea/Stem (3 minutes)	Hold up a monggo seed and show it to the class. Begin by engaging the learners with a question, *Look at this small object in my hand. This is a monggo seed. Do you think this is a living thing or a nonliving thing? (It is a living thing. or It is not a living because it is not moving.)* Then encourage them to think more by saying, *Some of you said it is living, and some said it is nonliving. Let's think about this: If I put this seed in a drawer and leave it there, will it grow?* (*No, it will not grow. It will just stay the same.)* Follow up question, *What if I plant this seed in soil and water it every day? What will happen? (It will grow into a plant. or It will sprout and become a new monggo plant.)* Then introduce a comparison,	Say, *We've just observed how plants and animals grow. We also discussed how living things respond or react to what's happening around them. Just like how we move away from something hot or noisy, animals, plants, and even tiny living things like fungi and bacteria also respond to their surroundings. But what happens if they don't respond?* Guide the learners by asking: What will happen if animals like mice and rabbits don't run away from dangers to snakes and lions? *The mice might get hurt or eaten by snake. It's important for them to move away from danger to stay safe.*	Tell the class, *Let's use our imagination for a moment in this quick activity.* ● *Imagine if chickens stopped laying eggs. What do you think would happen to baby chicks? (There would be no more chicks.)* ● *If there are no more chicks, and the adult chickens grow old and die, what would happen next? (There would be no more chickens.)* ● *How would that affect us? (We won't have eggs or chicken to eat.)* ● *Then tell the class, Now let's talk about trees.* ● *What if mango trees stopped making seeds, and we couldn't plant new ones? What do you think would*	1. Ask the learners, *Have you ever seen a baby giraffe? Giraffes eat the leaves of tall trees. What do you think will happen if a baby giraffe doesn't grow taller? (It won't be able to reach the leaves and might go hungry.)* Follow it up, *Why is it important for animals like giraffes or tigers to grow? (So, they can get food and survive.)* Ask again, *If the legs of a baby tiger never grow, can it catch its food?* (*No, because it can't run fast.)* *Why do you think it needs to run fast? (So,*

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	show to the class a dry seed and a germinating seed side by side. Say, *Here, I have two seeds. One is dry and hasn't been planted, and the other is starting to sprout. Which one looks more like a living thing? (The sprouting seed looks more alive. or The dry seed looks like it's just an object.* Then further ask, *Does this mean the dry seed is not living? (It is still living, but it needs soil and water to grow. or It is sleeping, waiting to grow.)* Say, *Now, let's classify these objects into two groups. Which group does the seed belong to, living things or nonliving things? (Living things)* Then inform the class, *Even though it is not growing now, it has the ability to grow, so it is classified as a living thing. What about this rock? Is it living or nonliving?* (Show a rock.) *(Nonliving)* Tell the class, *Let's name more things in our surroundings. Can you give me examples of living things in our school or*	What happens if a plant doesn't turn toward the sunlight? *The plant won't get enough sunlight. It won't be able to make food and may get weak or even die.*	*happen to mango trees over time? (They will disappear.)* ● *Can you name fruits that grow on trees? (mango, jackfruit, santol, guava)* ● *What would happen if these trees disappeared? (We wouldn't have fruits to eat or trees for shade)* Ask the class, *So, why is it important for animals and plants to reproduce?* – *To make more of their kind.* – *To keep their species alive.* – *To help people and the environment.* Inform them, *Now you know why it's so important that living things reproduce not just for themselves, but for all of us.*	*it can hunt or escape danger.)* 2. Ask the learners, *Have you seen an ampalaya plant climbing on a trellis? (Project on the screen an ampalaya vine on a trellis)* *If this plant does not climb up on this trellis and remains on the dark ground, what basic need will it fail to get?* (sunlight) 3. Tell the class, *Some animals give birth to a lot of baby animals of their kind. But some animals do reproduce a few. The Philippine Eagle only lays one egg for every two years.* (Show a picture of the Philippine eagle on the screen) Ask them, *What should you tell to those people who cut the trees where these eagles live? (Stop cutting trees.)* Then tell them, *Living things grow because they need to survive.*

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	community? ("Dogs, cats, trees, birds, and people.") Now, can you give me examples of nonliving things around us? ("Chairs, tables, books, rocks, and air.") Say to the class, *Living things are things that grow, breathe, and make more of their own kind, like plants and animals. Nonliving things do not grow or make more of themselves, like rocks and tables.*			*And now that you know that living things grow, respond to their surroundings, and reproduce, how should we take care of them?* Sample answers: "Feed your pet every day so it can grow." "Make space for new baby animals if your pet gives birth." "Water your plants so they can grow and let them grow where there is sunlight." Say, *Living things are important. They grow, they respond, and they make more of their kind. When we take care of them, we help them live and grow well.*
After/Post-Lesson Proper				
Making Generalizations and Abstractions (4 minutes)	Instruct the learners to complete the statements by filling in the blanks. Present the statement on the screen and then ask them to complete the statement in their notebook. Then call one learner to share his or her answer.	Tell a story about Lina and her baby chicks. Say, *Lina has a baby chick, and she loves to take care of it. Every week, she checks its weight to see if it's growing. Let's look at the record she made. (Show the data chart visually using a chart on*	For this part, give them a group activity where each group will be given a set of phrases written on pieces of cartolina. One group will do task A, another group will do Task B and a third group will do task C.	Instruct the learners to look at the screen and read the statement shown: All living things need to g_ _w (grow) and r d (respond)

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	We can tell that something is a living thing based on our observations. Living things can: g_____, m_____, b_____to get air, r_____, to make more living things, e_to get energy and r_____ to what's around them. *(Possible answer: We can tell that something is a living thing based on our observations. "Living things can grow, move, breathe to get air, make more living things, eat to get energy, and respond to what's around them.* Classify Living and Nonliving by doing this activity. Write the following words on the board or display them on a PowerPoint slide: *(cup, water, plant, chalk, insect, fish, phone, grass, ball, snake.)* Ask the learners to write these words in their notebooks and sort them into two categories: Living Things and Nonliving Things. Go through each word with the class, guiding them in identifying whether it	*the board, printed handout, or PowerPoint slide.)* Weeks Weight Week 1 185 grams Week 2 465 grams Week 3 943 grams Week 4 1,524 grams Week 5 2,191 grams Ask them, *Based on the results, is her pet growing? ("Yes, the chick is growing because its weight is getting heavier every week.") Based on these results, what happens to the weight of a growing living thing as body parts grow in size and height? (A growing living thing gains weight as body parts become bigger or longer.) What do you notice about weight each week? (The weight is increasing. The chick gets heavier and heavier.)* Further ask, *What happens to a living thing's body as it grows? (Its body parts get bigger, and it becomes taller or longer.)* Then tell the class, *Living things grow by getting bigger and heavier as their body parts grow.*	Distribute the tasks to each group and then tell them this instruction: Arrange the phrases to make a complete statement Task A or by plant parts reproduce by seeds Plants (For task A; there should be 4 pieces of cartolina with the phrases "or by plant parts", "reproduce", "by seeds" and "Plants" **Answer:** Plants reproduce by seeds or by plant parts. Task B birth to young ones by giving reproduce Animals or by laying eggs (For the teacher, there should be 5 pieces of cartolina with these written phrases) Answer: Animals reproduce by giving birth to young ones or by laying eggs.	in order to s e (survive) Ask them, *Who can complete the sentence?* Call one student who will raise his or her hand. After the learner has answered, show the correct words (grow, respond and survive) on the screen completing the statement Instruct again the learners to look at the screen and read the statement shown: Even if older living things die, the younger living things replace them because of they can r e and make more of its own. (reproduce) If living things do not reproduce, then all living things will become e_ _ _ _ _t (extinct) Ask them, *Who can complete the two sentences?* Call one learner who will raise his or her hand.

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	belongs to the living or nonliving category. Say, *Now, let's think about our surroundings. Can you give additional examples of living and nonliving things that you observe at home, in school, or in the community, aside from the ones we have already discussed?* (*answers may vary)*	Next, let the learners arrange the phrase below to make a complete statement about plants and animals in relation to responding. You may say, *Let's learn something else about living things. They also respond or react to the things around them.* *Let's try to make a sentence from these jumbled phrases.* Let learners try arranging. Then guide them to the correct answer. in order respond to to survive Plants and animals the things around them *(Plants and animals respond to the things around them in order to survive)* Further ask, *can you give examples of living things that grow and respond? (a baby becoming a kid, a sunflower turning toward sunlight, a dog barking when it hears a sound.)*	Task C there will always be so that Living things reproduce living things present when their parents die (For the teacher: There should be 5 pieces of cartolina with these phrases) Answer: Living things reproduce so that there will always be living things present when their parents die. After they are done, call each group and post their answers on the board. Assist the learners in posting their output using masking tapes.	Wrap it up by saying, *So now we know that living things grow, respond, and reproduce. These help them survive and make sure life continues on Earth.*

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Evaluating Learning (5 minutes)	Observe the following pictures and describe them as living or nonliving by writing **L** for living and **NL** for nonliving on the space provided. Then explain your answer by completing the sentence below 1. L- living (picture of a rooster) Explanation: It eats, grows and moves and responds to its surroundings 2. NL nonliving (picture of rocks) Explanation: It does not grow, move or respond to its surroundings. 3. L (picture of eggs in a nest) Explanation: It eats, moves and grows after it hatches. Even though the egg is not moving, it has a baby inside that will hatch, grow, and respond to its surroundings. 4. L (picture of mushroom) Explanation: It grows and takes in nutrients to survive.	Let the class refer to the activity sheet in the assessment part. Instruct them to describe how living things' size and body parts change as they grow and become old. (Expected answers) 1. When it was still young it has shorter stem and few leaves. But as it grows new leaves grow and the stem becomes longer 2. The baby sea turtle is small in size while the adult sea turtle is just like the baby turtle but only bigger body part. 3. A potted plant was placed inside a box with a small hole where light enters. How will the plant respond to light? Draw on the right picture how the plant will look after some time	Instruct the learners to proceed to the assessment part of the activity sheet. Tell the learners that they will describe how animals reproduce by writing **laying eggs** or **giving birth** on the space provided. Answers Reproduces by Turtle laying egg Lizard laying egg Fish laying egg Pig giving birth Goat giving birth Describe how each plant reproduces by writing **planting plant parts** or **planting seeds** on the space provided. Answers Reproduces by Sitaw planting seeds Sampalok planting seeds Oregano planting plant parts Katakataka planting plant parts Mayana planting plant parts	Instruct the learners to proceed to the assessment part of the activity sheet. Instruct them that they will describe a given living thing in terms of how they grow, reproduce and respond to the surroundings Describe the physical changes in a frog as it reaches adult stage by placing a check on the right descriptions that show growth. _____tail becomes longer ✓ legs appear and become longer and larger ✓ tail becomes shorter until it disappears _____body becomes smaller ✓ body becomes bigger _____legs became shorter _____legs disappear and tail appears B. How do frogs respond to the following? 1. When it sees a snake: *(It leaps very fast)* 2. When it sees a dragonfly as food:

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	5. NL (picture of a car) Explanation: Even though it moves, it does not grow, eat, or reproduce on its own. 6. NL (picture of a sunflower) Explanation: It grows, responds to sunlight, and makes seeds to have more plants.	Explain how the plant will respond to light in your own words. (The plant shoots will lean toward the light as it grows taller to get more sunlight.) Explain how each animal will use its body part to escape danger. Body part / What will it do? Bird — wings — by flying Fish — fins — by swimming Cat — legs — by running		*(It sticks out its tongue to catch it)* Why is it important for the frog to respond to the living things around it? *(Because it needs to protect itself from its enemies and it needs to find food)* How do frogs reproduce? ____(by laying eggs)
Additional Activities for Application or Remediation (if applicable)		Give the class an assignment. Instruct them, *Give at least two living things that grow and respond to the environment. Explain how each living thing grows and responds to the environment.*		
Remarks				
Reflection				

Prepared by:

_____
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