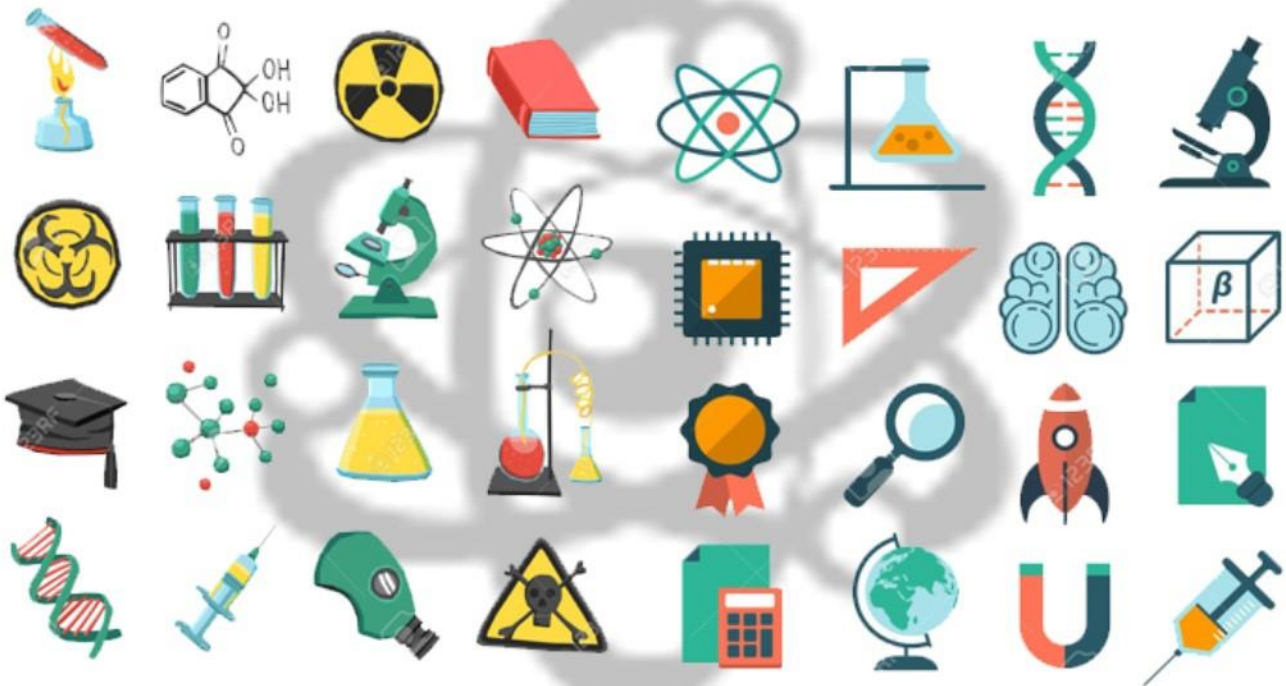


# Science

## Lesson Exemplar



# Copyright Page

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## LESSON EXEMPLAR IN SCIENCE 3

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# Science

## Lesson Exemplar

### Matter: Characteristics of Solids, Liquids and Gases

This lesson exemplar was collaboratively developed and reviewed by educators from the Schools Division of Silay City. We encourage teachers to email their feedback, comments, and recommendations to the Schools Division of Silay City at [deped.silay@deped.gov.ph](mailto:deped.silay@deped.gov.ph).

**We value your feedback and recommendations.**



## LESSON EXEMPLAR IN SCIENCE 3

**GRADE  
LEVEL:**  
3

**QUARTER/DOMAIN:**  
1<sup>ST</sup> QUARTER/  
MATTER

**WEEK & DAY  
NO.:**  
Week 1/Day 1

**PAGE NO.:**  
1

|  |   |
|--|---|
| <b>I. OBJECTIVES</b>   |   |
| A. Content Standards   | The learners demonstrate understanding of ways of sorting materials and describing them as solids, liquids, or gas based on observable properties.  |
| B. Performance Standards                                       | The learners should be able to group common objects found at home and in school according to solid, liquid and gas.   |
| C. Learning Competencies/<br>Objectives                        | The learners should be able to describe different objects based on their characteristics (e.g. Shape, Weight, Volume, Ease of flow); <b>(S3MT-Ia-b-1)</b>   |
|  | At the end of the session, the learners should be able to:<br>1. Identify solids around us.   |
| <b>II. CONTENT</b>   | MATTER: Characteristics of solids, liquids, and gases   |
| <b>III. LEARNING RESOURCES</b>                                 |   |
| A. References  |   |
| 1. Teacher's Guide pages                                       | Science 3 TG pp.2-4   |
| 2. Learner's Materials pages                                   | Science 3 LM: pp. 2-3   |
| 3. Textbook pages  | Science Grade 3 pp 17-18  |
| 4. Additional Materials from the Learning Resource (LR) portal |   |
| B. Other Learning Resources                                    | Real objects  |
| <b>IV. PROCEDURES</b>  |   |
| ENGAGE   | <p><b>Science word drill:</b><br/>Books, pencils, paper, rocks, and others</p> <p><b>Review:</b><br/>What are the things that you see while you were on your way to school?</p> <p><b>Motivation:</b><br/>Look around you. Name five (5) things that you see.</p> |

| EXPLORE   | <p><b>Settings of Standard in doing group activity:</b> (Solicit from the pupils)</p> <ol style="list-style-type: none"> <li>1.Share your ideas.</li> <li>2.Do not make unnecessary noise.</li> <li>3.Don't roam around.</li> <li>4.Participate well in the activity.</li> <li>5.Observe safety measures.</li> </ol> <p><b>Group Activity</b> (15 mins.)<br/> How many are you in class today?<br/> Form 4 groups among yourselves. How many members will be in each group?<br/> (Numeracy Integration)<br/> Directions:<br/> 1. Each group will collect 10 objects in solid form. (The pupils may collect stones of different sizes and shapes, rock, various leaves, stick, branch of a tree, and other objects.)<br/> What will you do after picking various objects from the ground? (Health integration)<br/> 2. List the collected objects based on the observed characteristics.<br/> 3. Fill in the chart below by naming and describing each object by checking the proper column</p> <table border="1" data-bbox="448 909 1458 1220"> <thead> <tr> <th rowspan="2">Objects</th> <th colspan="2">Size</th> <th colspan="2">Texture</th> <th rowspan="2">Shape</th> <th rowspan="2">Color</th> </tr> <tr> <th>Small</th> <th>Big</th> <th>Rough</th> <th>Smooth</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2.</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3.</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | Objects | Size    |        | Texture |       | Shape | Color | Small | Big | Rough | Smooth | 1. |  |  |  |  |  |  | 2. |  |  |  |  |  |  | 3. |  |  |  |  |  |  |
|-----------|--|---------|---------|--------|---------|-------|-------|-------|-------|-----|-------|--------|----|--|--|--|--|--|--|----|--|--|--|--|--|--|----|--|--|--|--|--|--|
| Objects   | Size   |         | Texture |        | Shape   | Color |       |       |       |     |       |        |    |  |  |  |  |  |  |    |  |  |  |  |  |  |    |  |  |  |  |  |  |
|           | Small  | Big     | Rough   | Smooth |         |       |       |       |       |     |       |        |    |  |  |  |  |  |  |    |  |  |  |  |  |  |    |  |  |  |  |  |  |
| 1.        |  |         |         |        |         |       |       |       |       |     |       |        |    |  |  |  |  |  |  |    |  |  |  |  |  |  |    |  |  |  |  |  |  |
| 2.        |  |         |         |        |         |       |       |       |       |     |       |        |    |  |  |  |  |  |  |    |  |  |  |  |  |  |    |  |  |  |  |  |  |
| 3.        |  |         |         |        |         |       |       |       |       |     |       |        |    |  |  |  |  |  |  |    |  |  |  |  |  |  |    |  |  |  |  |  |  |
| EXPLAIN   | <p>Presentation of output:<br/> Let each group post their output on the wall. Allow the reporter to report their work.</p> <p><b>Analysis:</b><br/> a. What different objects did you see in the garden? School's front yard? Backyard?<br/> b. Can you describe the objects?<br/> These objects are of different sizes, shapes and texture. They are solids.</p>  |         |         |        |         |       |       |       |       |     |       |        |    |  |  |  |  |  |  |    |  |  |  |  |  |  |    |  |  |  |  |  |  |
| ELABORATE | <p><b>Abstraction/Generalization</b><br/> What are the characteristics of solid based on your observations?<br/> <b>Solid have sizes, shapes, colors, and texture.</b></p> <p><b>Application</b><br/> * List five (5) different solids found in your assigned area: Ensure correct spelling of the item to be listed. (Literacy Integration)<br/> * Observe the solids and tell something about them.</p>  |         |         |        |         |       |       |       |       |     |       |        |    |  |  |  |  |  |  |    |  |  |  |  |  |  |    |  |  |  |  |  |  |

|   |   |           |         |         |              |                 |           |       |        |       |
|---|---|-----------|---------|---------|--------------|-----------------|-----------|-------|--------|-------|
|   | <table border="1"> <tr> <td>Group 1</td> <td>Group 2</td> <td>Group 3</td> </tr> <tr> <td>pupils' desk</td> <td>teacher's table</td> <td>wash area</td> </tr> </table> <p><b>Valuing:</b><br/>There are different useful things surround us. How will you take good care of them?</p> | Group 1   | Group 2 | Group 3 | pupils' desk | teacher's table | wash area |       |        |       |
| Group 1   | Group 2   | Group 3   |         |         |              |                 |           |       |        |       |
| pupils' desk  | teacher's table   | wash area |         |         |              |                 |           |       |        |       |
| EVALUATE  | <p><b>Directions:</b> Encircle all the solids found in the list.</p> <table> <tr> <td>Stones</td> <td>water</td> <td>rain</td> </tr> <tr> <td>Cans</td> <td>chalk</td> <td>air</td> </tr> <tr> <td>Smoke</td> <td>pencil</td> <td>shoes</td> </tr> </table>                           | Stones    | water   | rain    | Cans         | chalk           | air       | Smoke | pencil | shoes |
| Stones  | water   | rain      |         |         |              |                 |           |       |        |       |
| Cans  | chalk   | air       |         |         |              |                 |           |       |        |       |
| Smoke   | pencil  | shoes     |         |         |              |                 |           |       |        |       |
| EXTEND  | On a short bond paper, draw three (3) examples of solids and color them. Submit it tomorrow   |           |         |         |              |                 |           |       |        |       |
| <b>V. REMARKS</b>   |   |           |         |         |              |                 |           |       |        |       |
| <b>VI. REFLECTIONS</b>  |   |           |         |         |              |                 |           |       |        |       |
| A. No. of learners who earned 80% in the evaluation   |   |           |         |         |              |                 |           |       |        |       |
| B. No. of learners who require additional activities for remediation                                    |   |           |         |         |              |                 |           |       |        |       |
| C. Did the remedial lesson 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 works well? Why did these work?                                      |   |           |         |         |              |                 |           |       |        |       |
| F. What difficulties did I encounter which my principal or supervisor can help to solve?                |   |           |         |         |              |                 |           |       |        |       |
| G. What innovation or localized materials did I use/discover which I wish to share with other teachers? |   |           |         |         |              |                 |           |       |        |       |

