

SUPPLEMENTAL LESSONS

Science Grade 3
2nd Quarter



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SECOND QUARTER GRADE 3

REVISED STANDARDS ON LIVING THINGS AND THEIR ENVIRONMENT

Learning Competency: Practice healthful habits in taking care of the sense organs

Lesson Focus: Good Practices for Maintaining a Healthy Body

I. INTRODUCTION

Activating Prior Knowledge:

Test the pupils.

Using hand gestures, show what part of the body is in control of each of the following senses:

- Smell
- Taste
- Touch
- Hearing
- Sight

II. BODY

Presenting the Key Question

KQ: How should we protect our sense organs?

(1) **Test the pupils.** Say GOOD or BAD after the teacher recites each of the following statements.

- Martha (use another if this is your pupil's name) brushes her teeth at least two times a day. (*GOOD*)
- Sam plays directly under the sun from 12 noon to 3:00 p.m. during weekends. (*BAD*)
- Lea washes her hands after using the washroom or comfort room. (*GOOD*)
- At night, Thomas is always too tired to change so he sleeps in his school uniform or his play clothes. (*BAD*)
- James always puts a one-peso coin in his left ear. (*BAD*)
- Angel always eats all the fruits and vegetables her mother prepares for her. (*GOOD*)

(2) **Predicting possible scenarios.** On bond paper, draw what might happen...

Refer to part (1).

- What might happen if Martha doesn't brush her teeth regularly?

- What might happen to Sam if he continues to play outside when UV rays from the sun is most dangerous?
- What might happen if Lea does not wash her hands after using the comfort room?
- What might happen if Thomas always sleeps in his school uniform or in his play clothes?
- What might happen if James continues to put a one-peso coin in his ear?
- What might happen if Angel does not eat fruits and vegetables, only sweets and oily foods?

III. CONCLUSION

Make a poster campaign.

On a bond paper, have each pupil make a poster that aims to promote taking care of our sense organs.

The theme of the activity: *Good healthy habits protect our sense organs.*

These will be posted on the walls, as permitted, around the school.

Learning Competency: Describe the parts of different kinds of plants

Lesson Focus: The Parts of Plants and Their Uses

I. INTRODUCTION

Activating Prior Knowledge:

Review of the Plant Structure

Preparation: If possible, bring the class to the garden. Group the pupils in pairs or triads. They need their notebook and pencil. Make sure that no one strays away or is left without a partner.

Warn the pupils NOT to pull the plants from the soil. They will only observe.

If it is not possible to bring the pupils outside, just bring at least two pots of different plants that the class may observe.

Ask the pupils...

- Observe one plant (any plant within the area assigned by teacher).
- Identify its parts.
 - Does it have leaves?
 - Does it have stems?
 - Does it have flowers?
 - What color are its flowers, if any?
 - Can they see its roots?
- Draw a sketch of the plant.

Return to the classroom to discuss what they observed.

II. BODY

Presenting the Key Question

KQ: What are the functions of the different parts of a plant?

Use a pencil to connect the plant structure with its use or uses:

A. Plant Structure	B. Use/s
1. Stem	a. Provides the seeds that grow into new plants
2. Leaf	b. Grows into fruits after fertilization
3. Roots	c. Supports the leaves and the branches
4. Flower	d. Makes food for plants to grow
5. Fruit	e. Absorbs water and minerals from the soil
	f. Holds the plants in place

III. CONCLUSION

Challenge the pupils to identify the structure which is the least important to a plant. They must be able to justify their answers.

Or, ask them to write a five-sentence paragraph to explain which plant structure is the most important.

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Learning Competency: State the importance of plants to humans

Lesson Focus: Plant Parts Are Important

I. INTRODUCTION

Activating Prior Knowledge:

Review the plant structures and their functions.

II. BODY

Presenting the Key Question

KQ: What are the ways by which human utilize the different parts of plant?

- (1) The pupils will conduct a mini-research on the different ways humans use the different parts of plants.

“What are the different ways by which people use plants and its parts?”

They should identify the plant, its use, and the part or structure needed for such use.

They may interview people: relatives, neighbors, or people in school.

They may use the Internet to research on the parts and uses of plants.

They may also research in the library.

They have to acknowledge their references or resource persons.

- (2) Assign the pupils to make a survey among their classmates:

- Who takes *lagundi* cough syrup or capsule?
- Who uses coconut husk to shine their floor at home?
- Who sweeps away dirt using a *walis tingting* or *walis tambo*?
- Who uses aloe vera sap to cure their wound?
- Who uses *pandan* leaves in their steamed rice?
- Who uses peppercorn (*paminta* seeds) to spice up their food?
- Who uses bamboo for their chairs or other furnishings at home?

These are just a few of the uses of plants and their parts. Ask the pupils to add more.

III. CONCLUSION

The pupils will submit their mini-research. What did they learn from this activity?

Learning Competency: Illustrates the difference between living and nonliving things

Lesson Focus: Classifying Things: Living and Nonliving

I. INTRODUCTION

Activating Prior Knowledge:

Prepare pictures of different things.

Examples:

electric fan chair flowering plant girl book cellular phone
tree butterfly burning candle cat earthworm

The pupils will identify each picture as ALIVE or NOT ALIVE.

II. BODY

Presenting the Key Question

KQ: How can we differentiate a living thing from a nonliving thing?

(1) Identifying Common Properties

After grouping the pictures as living and nonliving, the pupils will identify common properties within each group.

- What are the common properties among the living things?
- What are the common properties among the nonliving things?
- Why are living things “alive”?
- Why are nonliving things “not alive”?

(2) Spotting the Difference

Each column in the table describes a particular group of things.

Have the pupils —

- a. Cross out the description that does not fit the group.
- b. Label the group as **living** or **nonliving**. Write the label in the second row.

Group A	Group B	Group C
Grows	Lays eggs	Glow brightly
Moves by itself	Flies	Does not need air and water
Cannot reproduce	Needs air and water	Eats
Needs air and water	Does not move by itself	Does not react to stimuli

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III. CONCLUSION

The pupils will do the following:

- a. Make a summary of the general characteristics of living things.
- b. Make a summary of the general characteristics of nonliving things.

Learning Competency: Demonstrates understanding of the basic needs of plants, animals, and humans

Lesson Focus: Living Things and Their Basic Needs

I. INTRODUCTION

Activating Prior Knowledge

- 1) Show a list of living things.
- 2) Ask the pupils to group them according to their common properties.

II. BODY

Presentation of Key Question

KQ: What do living things need to survive?

(1) Team Effort

Divide the class into three teams: **PLANTS, ANIMALS, HUMANS.**

- Each group will appoint a leader to guide the team into discussing what they need to live. The leader will appoint a secretary to write down the list.
- On the blackboard, the groups will write their output.
- Ask the pupils to identify the common needs of the three groups.

Do they agree or disagree with the items listed?

- Make a Venn diagram to show the common needs of plants, animals, and humans.

(2) Sourcing for the Needs

Where do plants and animals get their basic needs?

- Provide pictures of common plants and animals that are found in the garden. If possible, bring the class to the garden.
- Where does the plant (name the specific plant in the picture or in the garden) get its food?

What else does it get from its environment?

How does it get its needs?

- What animals are usually found in the garden (if possible, cite and show some small ones such as ants, butterflies, beetle, or earthworm)? Where do they get their food? What other needs do they get from their environment? How do they get these needs?

(3) Comparing and contrasting

Prepare pictures of different plants and animals. As much as possible, consider common species in the region.

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- Show pictures of different kinds of plants — terrestrial plants (sampaguita, orchids, ferns), aquatic plants (water lily, lotus).

Ask the pupils to name their common needs. How are they different?

- Show pictures of different kinds of animals—water animals (fish, whale, squid), land animals (monkey, horse, chicken), and those which fly (birds, bats, butterflies).

What are their common needs? How are they different?

III. CONCLUSION

(1) Show this table on the board. Ask the pupils to...

Put a check mark (✓) in the column of the living thing that needs the following items:

Needs	Plants	Animals	Humans
1. Air			
2. Electricity			
3. Food/Nutrients			
4. Shelter			
5. Water			
6. Clothing			
7. Sunlight			
8. Soil			
9. Heat			
10. Space			

(2) Draw the needs of living things in each box:

Plants need these to live:

Animals need these to live:

Humans need these to live:

- (3) Assign the pupils to write an essay with the theme — *“Humans are animals, too! But, we are different!”* in their journal.

Let them think of the common needs of animals and humans, and why they are different in many ways.

Learning Competency: Describe ways of caring and proper handling of plants

Lesson Focus: Caring for Plants

I. INTRODUCTION

Activating Prior Knowledge:

The pupils will recall the basic needs of plants.

- Write in your notebook what plants needs to survive.
- What do you think about this: "Plants need your attention, too."?

II. BODY

Presenting the Key Question

KQ: How should we care for and handle plants?

Preparation: If possible, the class should have an orchid (the whole plant, not the cut flower), a plant in a pot, and kangkong plants with roots submerged in water (put in a water basin). Other plants may be used—hanging, floating, and land plants. Choose the area where the plants should be placed. If these are not available, prepare pictures instead.

(1) **Sharing Info:** Encourage the pupils to share what they know about the plants.

- How does their mother or anyone they know care for those plants?
- What do they do to make them grow?

(2) **Volunteerism:** Ask the class: "Will anyone in the class volunteer to take care of a plant for at least one week?"

The other pupils will observe the plants, too, to find out how they are being cared for.

To the volunteer:

- List the things that you would do to take care of the plant.
- You and your classmates will observe daily, and take down notes of how the plants respond to the way you care for them.

(3) **Sustaining the Growth:** Evaluate the progress of the plants. Each pupil should keep a record of his/her observations.

If time permits and the plants are well, encourage the class to continue the activity. Otherwise, hand over the responsibility to the gardener.

III. CONCLUSION

Evaluate the results of the activity.

- What happened to the plants?
- How did the plants respond to the way the volunteers handled them?

- Did they respond favourably to the way they were cared for?

Ask what the pupils learned from this activity.

- What are the proper ways of caring for and handling plants?
- Why is it important to know these?
- What did you feel about this activity?