

# SUPPLEMENTAL LESSONS

**Science Grade 3  
4th Quarter**



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## FOURTH QUARTER GRADE 3 REVISED STANDARDS ON EARTH AND SPACE

**Learning Competency:** Describe the things found in the surroundings

### Lesson Focus: Man and His Environment

#### I. Introduction

##### Activating Prior Knowledge

Ask the pupils:

- “Have you thanked a tree today?”
- “Who talks to a tree or any plant? Is there anyone in class who does this? Or, do you know of anyone?”
- “Did you see a tree when you came to school today? Where?”

Tell the pupils to write one sentence on a  $\frac{1}{4}$  sheet of pad paper to answer the question: “Why should we thank a tree or any plant?”

#### II. Body

##### Presenting the Key Question

**KQ:** Why is it important to take care of our environment?

##### Preparation:

Assign the pupils to bring cut-out pictures from old magazines and newspapers. Prepare two sheets (as needed) of manila paper where the pupils can paste the pictures.

Prepare the equipment necessary for video-watching.

- (1) Collage on the Wall
- (2) Remind the pupils on the proper use of scissors, and the proper disposal of the used materials.

From old magazines or newspapers, the pupils will cut out pictures that show environmental problems. They should be guided by these questions:

- What is happening to some forests?
- How do rivers in Metro Manila or in other places look like?
- Where do people throw their garbage?
- Where does our garbage end up in?
- What is the smell of the air we breathe?
- Where do we get our drinking water? Do you still drink water from the faucet?

- (3) Watch the YouTube video: “Pasig River stench greets ferry passengers”  
<https://www.youtube.com/watch?v=8EzzfKcxopU>

This is a report by ABS-CBN on the first day of use of ferry boats along the Pasig River to transport Metro Manila commuters.

- Why are ferry boats used as an alternative means of transportation?
- What problems did the first batch of commuters experience?
- How do you feel about the condition of the Pasig River?
- What can you recommend to the MMDA?

- (4) Helping the government

Discuss measures which the local or the national government are taking to solve problems on environmental degradation.

Encourage the pupils to share what they know about environmental protection activities in their own neighborhood. Ask them if they participate in these activities.

### III. Conclusion

#### **Why is it important to take care of our environment?**

The pupils will write in their journal five sentences about the kind of environment they want to live in.

- What do you imagine the world to be after 20 years?

## FOURTH QUARTER GRADE 3 REVISED STANDARDS ON EARTH AND SPACE

**Learning Competency:** Relate the importance of surroundings to people and other living things

### Lesson Focus: Taking Care of Our Surroundings

#### I. Introduction

##### Activating Prior Knowledge

Ask the pupils:

- “What did you feel when you saw the video about the Pasig River?”

Or, you may refer to other environmental problems.

- “What do you feel when you see garbage dumped along the road?”
- What do you think are the causes of these problems?

#### II. Body

##### Presenting the Key Question

**KQ:** What can a pupil like you do to take care of your surroundings?

- (1) Doing Our Part

The pupils will be asked to observe their surroundings...

- Is the school surroundings orderly? If yes, what makes you say so?
- Is it clean?

If not, what causes these problems?

- Describe the school surroundings.
- What can you do to keep the school clean and orderly?

Make a list.

- (2) Completing the Sentence...

The pupils will complete these sentences with **what they can do**, or with a **possible consequence of the given action**.

- When I see a candy wrapper on the floor...
- When jeepneys and cars belch out black smoke...
- When I see a teacher carrying heavy school things...
- When a classmate throws paper at someone...

- When illegal loggers cut trees in the forest...
- When a boy targets a bird with his slingshot...
- When tourists leave behind their trash in the beach...
- When someone leaves the TV set on but no one is watching...
- When someone I love smokes cigarettes...
- When garbage is not segregated...

### III. Conclusion

#### **Actions Speak Louder**

The pupils will do a good deed today... even when no one is looking.

Every action counts. There is no small act when it comes to protecting and caring for our surroundings and all that Mother Nature gives.

The pupils will write in their journal how they feel about the good deed they have done.

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## FOURTH QUARTER GRADE 3 REVISED STANDARDS ON EARTH AND SPACE

**Learning Competency:** Express ideas about safety measures during different weather conditions creatively (through artwork, poem, song)

### Lesson Focus: Safety and Preparedness at Different Weather Conditions

#### I. Introduction

##### Activating Prior Knowledge:

The pupils will...

- Share their own experiences of typhoons and floods, or
- Share what they have learned or heard about other's experiences.

#### II. Body

##### Presenting the Key Question

**KQ:** What safety measures must we know and follow during extreme weather conditions?

Divide the class into groups of fives.

- The pupils will share with their group mates their own family's ways of preparing for extreme weather conditions. What safety measures do they follow?
- Each group will come up with a creative presentation—a song number, an interpretative dance, poem reading, or other creative ways that will remind the class about safety and disaster preparedness. (Give the pupils enough time to prepare for this, but limit their presentation to about 10–15 minutes per group. They should not spend much for this. Creativity will include using available materials that can be recycled or reused.)

#### III. Conclusion

Each group will assess the other groups' creative output.

- What did the other groups teach them about safety and disaster preparedness?  
The pupils will write in their journal what they feel about the activities.
- Why are safety and disaster preparedness necessary?



## FOURTH QUARTER GRADE 3 REVISED STANDARDS ON EARTH AND SPACE

**Learning Competency:** Enumerate safety measures to avoid the harmful effects of the sun's heat and light

### Lesson Focus: The Sun's Energy

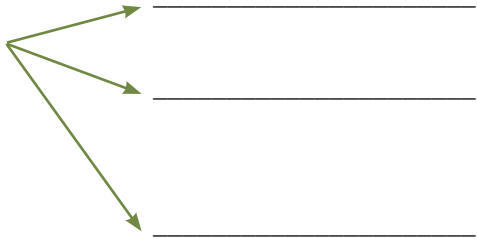
#### I. Introduction

##### Activating Prior Knowledge:

The pupils recall the energy chain.

Sun > solar energy > plants > chemical energy

Who absorbs this chemical energy?



The sun provides light that plants need to manufacture their food. Food provides plants with chemical energy. What happens when the day gets too hot?

#### II. Body

##### Presenting the Key Question

**KQ:** Why is solar energy important?

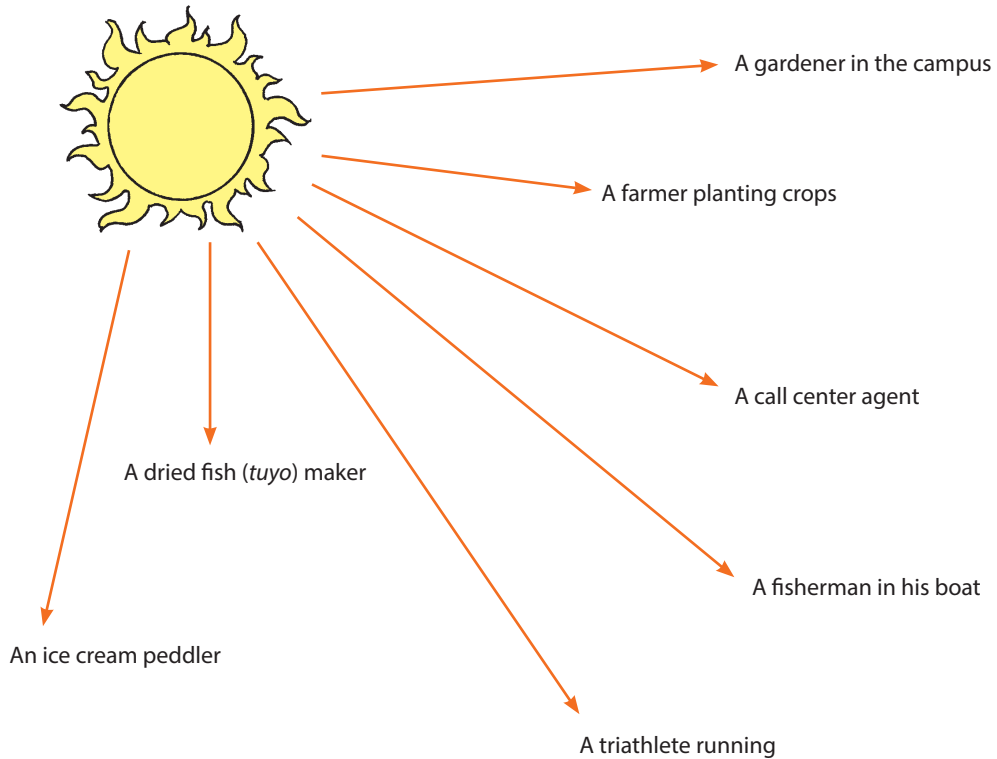
- (1) Who needs solar energy?** Predicting what might happen if the sun does not shine.
  - Divide the class into three groups. Each group will represent a living thing:
    - HUMANS
    - PLANTS
    - ANIMALS
  - Each group may want to represent one specific group of species—for example, Australians for HUMANS; tomato for PLANTS, and carabao for ANIMALS.
  - The group will discuss what will happen to them if the sun does not shine. They will predict possible scenarios.
  - Share with the rest of the class their discussion through a short but creative presentation. (10 min /group)

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- (2) **Cause and Effect:** Sunshine is the energy from the sun. Since it is energy, it can do work. It affects people's lives. The illustration shows the sun "touching" people through its sunshine. Label each part with your own words—how does the sun affect each man?



### III. Conclusion

The pupils will write on their journal what they learned from these activities.

- Why is solar energy important?
- How does the sun affect human activities?
- What do I feel about learning these?
- What can I share with my family about what I learned today?

## FOURTH QUARTER GRADE 3 REVISED STANDARDS ON EARTH AND SPACE

**Learning Competency:** Enumerate safety measures to avoid the harmful effects of the sun's heat and light

### Lesson Focus: Protecting One's Self Against the Sun's Harmful Rays

#### I. Introduction

##### Activating Prior Knowledge

The pupils will fill in the blanks:

The \_\_\_\_\_ is our friend—it provides energy for photosynthesis, which plants need to produce their \_\_\_\_\_. \_\_\_\_\_ from the sun is called solar. It gets to the plants and become \_\_\_\_\_.

Who gets the \_\_\_\_\_ energy from the plants? \_\_\_\_\_ do.

#### II. Body

##### Presenting the Key Question

**KQ:** What safety measures must we follow to protect us from harmful solar radiation?

The pupils will make a checklist of DOs and DON'Ts to remind them that it is harmful to be exposed to too much solar radiation.

- Put a check (✓) if the statement must be followed, put an (X) if not.  
\_\_\_\_\_ 1. Play directly under the sun during noontime.  
\_\_\_\_\_ 2. Wear sunblock with high Sun Protection Factor (SPF) before swimming in the open pool during the day.  
\_\_\_\_\_ 3. Gaze at the sun to observe its amazing brightness.  
\_\_\_\_\_ 4. Drink lots of water every day to protect you from dehydration.  
\_\_\_\_\_ 5. Boys should not use umbrellas as shield against harsh sunshine because it is embarrassing.  
\_\_\_\_\_ 6. Keep cool—drink refreshing water, wipe your sweat with moistened clean handkerchief or towel.  
\_\_\_\_\_ 7. Wear sunglasses when staying out in the sun.  
\_\_\_\_\_ 8. Apply sunblock 30 minutes before going out in the sun.

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- \_\_\_\_\_ 9. Cut trees to keep the space open.
- \_\_\_\_\_ 10. When doing outdoor physical exercise, do it in the early morning (when solar radiation is still good for producing vitamin D) or during late afternoon (when the sun has tamed its fiery rays).

### III. Conclusion

Challenge the pupils to think of other safety measures that can protect them against too much sun exposure.

Why should they follow these safety measures?