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DepED
DEPARTMENT OF EDUCATION

Activity Sheets for Science

Quarter 1
Week
3

Activity Sheets for Science Grade 3
Quarter 1: Week 3

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LEARNING ACTIVITY SHEET

Learning Area:	Science	Quarter:	1
Week:	3	Day:	1
Lesson Title/ Topic:	Science Process Skills		
Name:		Grade & Section:	3

Activity 1: How is observing done?

Materials Needed: small candle, match, jar, a bottle of fruit juice, 5 slices of different fruits, bell, a container with hot or cold water

Duration: 20 minutes

What to Do:

1. Pay close attention to what your teacher demonstrates in Station 1. Then, answer the following questions.

   Station 1:

Questions:

a. *What happened to the lit candle when covered with a jar?*
b. *Which sense/s did you use to answer question a?*

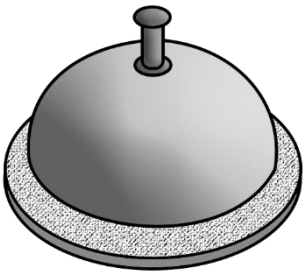
2. Go to your respective stations and do the assigned task.

The following are the station setups and guide questions.

Station 2:
Hold the bottle close to your nose. Then, cup your hand over the container opening and fan towards your face, as shown below.

Question: How do you describe the smell?

Station 3: Press the button.

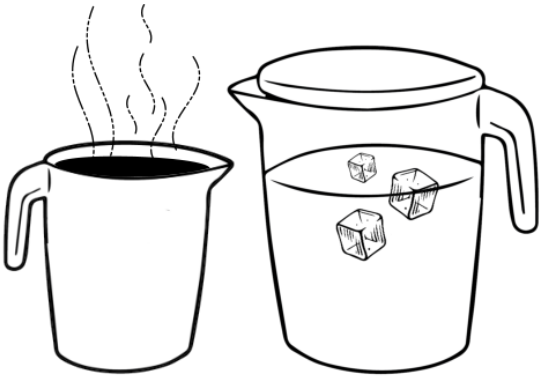


Question: How do you describe the sound?

Station 4: Get a piece of the fruit.

Question: How does it taste?

Station 5: Hold the container.



Question: Is it hot or cold?

3. Within the time allotted by your teacher, answer the questions at each station. Write your answers in the table below. Note: Station 1 will be answered as a class.

Station No.	Answers to Questions	Senses				
		Sight	Smell	Hearing	Taste	Touch
1						
2						
3						
4						
5						

4. Complete the table by checking (✔) the senses used in answering the questions per station.

5. To answer the questions at each station, you must use one of the basic science process skills—observing. Based on this activity, how would you describe observing?

Assessment:

Fill in the blanks using the following terms: *information*, *observe*, *observing*, *senses*, and *sight*. Write your answers on ¼ sheet of paper.

The most basic science process skill is _____. We use it in our daily lives, and it is important in applying more complex science process skills. When we _____, we use our _____. Among these are the sense of hearing, touch, smell, _____, and taste. Through this skill, we can gather _____ from around us.

LEARNING ACTIVITY SHEET

Learning Area:	Science	Quarter:	1
Week:	3	Day:	2
Lesson Title/ Topic:	Science Process Skills		
Name:		Grade & Section:	3

Activity 2: How can you tell what will happen next?

Materials Needed: small candle, match, four different sizes of glass jars, stopwatch, small and large sizes of the following: rubber erasers, marbles, crayons, blocks of wood, pencils, and coins; 1 piece basin with water

Duration: 20 minutes

What to Do:

Part A. What happens next? (As a class)

1. Read each scenario and guess what will happen next.

Scenario 1

*One afternoon, Pio, Caloy, and Zon are playing outside when they notice the surroundings darkening and the sky becoming gloomy. Some of the kids start running home. (**Gloomy** means dark or poorly lighted).*

a. What do you think will happen next?

Scenario 2

In her Science class, Rosario observes that the balloon gets bigger and bigger as air is pumped inside.

b. What would happen if air were continuously pumped inside the balloon?

Part B. How long will the candle keep on burning? (Per group)

1. Observe as your teacher performs the demonstration.
2. Complete the table by writing the *burning time* of the candle. (***Burning time*** is the time observed when the

candle is burning until the flame goes out. Use a stopwatch to determine the time.)

Size of jar	Burning time of the candle
small	
medium	
large	

a. What happens to the candle's burning time as the jar's size increases?
b. What will happen to the candle's burning time if an extra-large jar is used to cover the lighted candle? How do you say so?

Part C. Will it sink or float? (Per group)

1. Observe as your teacher performs the demonstration.
2. Complete the table below by answering the question, "*Did it float or sink?"*

Objects	Did it float or sink?	Objects	Did it float or sink?
small marble		large marble	
small crayons		large crayons	
small pencil		large pencil	

3. Observe as your teacher places a small coin into the basin with water.
   a. What happened to the small coin?

b. What will happen if a large coin is placed into the basin with water? Explain your answer.

4. In answering the question about '*What will happen next?*' you must use one of the basic science process skills—*predicting*. Based on this activity, how would you describe *predicting*?

Assessment:

Short Answer: Write your answers in your notebook.

Refer to the image of a lit candle.

Suppose we keep the candle lit without covering it.
1. What could happen next?
2. Which skill did you use in telling what could happen next in the lit candle?
3. What is predicting

LEARNING ACTIVITY SHEET

Learning Area:	Science	Quarter:	1
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Activity 3: How to measure using millimeters, centimeters, and meters

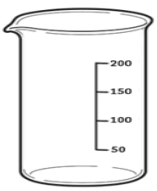
Materials Needed: (*per learner*) ruler, pencil, science textbook;
(*per group*) meterstick;
(*whole class*) other science tools available in the classroom (e.g., beaker, thermometer, graduated cylinder)

Duration: 20 minutes

What to Do:

Part A. Exploring tools used in the Science classroom

1. As a class, study the following tools shown by your teacher:

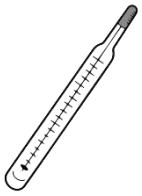


beaker

graduated cylinder

ruler

meter stick



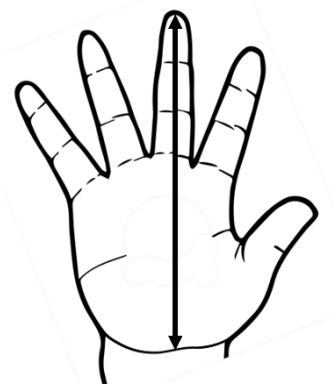
thermometer

a. Which do you think are the tools that can be used in determining the length of objects?
b. How do you say so?

2. Discuss the answers with the class.

Part B. Determining the length of objects

1. As a class, observe how your teacher gets the length of a left hand using a ruler.



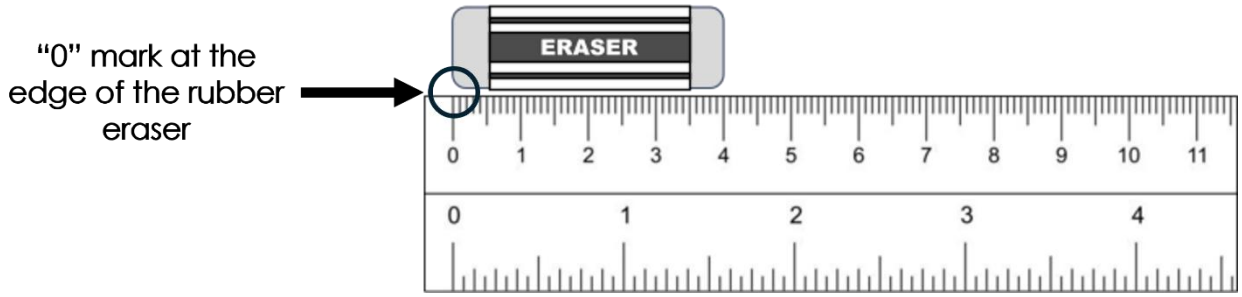
length of hand from the tip of middle finger to the line at the base of palm

2. Write the length of the hand in millimeters (mm) and centimeters (cm) in the table.

Object	Length in millimeter (mm)	Length in centimeter (cm)
left hand		
pencil		
textbook		

3. Using a ruler, measure the length of a pencil and a science textbook in your group.

In doing this, the "0" mark on the ruler corresponds to the object's edge. Refer to the sample illustration below.



Note that a ruler has two scales. The smaller scale is the centimeter, and the larger scale is the inch. In one centimeter, there are 10 millimeters. On a standard ruler, one millimeter is the smallest measurement unit.

Write your answers in the table below.

Object	Length in millimeter (mm)	Length in centimeter (cm)
left hand		
pencil		
textbook		

4. This time, as a class, arrange yourselves from tallest to shortest.

5. Determine the height of the shortest and tallest members of the class using a ruler and meterstick. Complete the following table:

Tool	Height of shortest member (cm)	Height of tallest member (cm)
ruler		
meterstick		

a. Which is easier to use in measuring the height of your classmate, the ruler or the meterstick?

b. How do you say so?

6. As a class, determine the height of your teacher.

a. What is the height of your teacher in meters (m)?

b. Which tool did you use?

Part C. Describing measuring (Per learner)

In this activity, you used one of the basic science process skills—measuring. You measured objects using the units of millimeter, centimeter, and meter. Based on this activity, how would you describe measuring?

Assessment:

Scavenger Measurement Hunt. Look around the classroom and find an object with:

1. a length longer than 15 mm
2. a width shorter than 80 cm
3. a height longer than 1 m

Question: Which science process skill did you use to get the length, width, and height of those objects? Describe it.

Write your answers in your notebook.

LEARNING ACTIVITY SHEET

Learning Area:	Science	Quarter:	1
Week:	3	Day:	4
Lesson Title/ Topic:	Science Process Skills		
Name:		Grade & Section:	3

Activity 4: What are science process skills?

Material Needed: (per group) ruler

Duration: 20 minutes

What to Do: (Per group)

1. Within the given time by your teacher, arrange yourselves from shortest to tallest per group.
   a. Was your arrangement correct?
   b. What was your basis for arranging yourselves that way?

2. Repeat step 1 by following each arrangement in Column 1 of the succeeding table. This time, you may use a ruler. Listen to your teacher for additional instructions.

3. Then, complete the table below by answering the questions in Columns 2 and 3.

(1) Arrangement	(2) Was your arrangement correct? (Yes/No)	(3) What was your basis for arranging yourselves that way?
longest to shortest hair		
shortest to longest right index finger		
smallest to biggest shoe size		

4. Refer to your group's arrangement of the one with the longest to shortest hair.

   a. Suppose your groupmate with the longest hair will cut her hair to shoulder level, what will be your group's new arrangement? Specify this by writing the names of your group members in order of the one with the longest to shortest hair.
   b. How did you say so?

5. Refer to steps 1 to 4.

   a. What are the skills that you used in performing these steps?
   b. How will you define science process skills in your own words?

Assessment:

True or False with *Thinking Hat.* Listen to your teacher for further instructions.

1. Measuring helps improve accuracy when making observations.
2. The most basic science process skill is predicting.
3. Science process skills are important and used in daily life.
4. When measuring using a ruler, align the object's edge with the edge of the ruler.
5. Observing can be done using a single sense.