

3

# Activity Sheet for Science

Quarter 2

Week

1

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## Activity Sheet for Science Grade 3

### Quarter 2: Week 1

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## ACTIVITY SHEET

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

### Activity 1: Leaf Detectives - Investigating the Shape, Color, and Texture of Leaves

#### Materials Needed:

(per learner)  
notebook, pen

(per group)  
2 different fresh leaves

**Duration:** 20 minutes

#### What to Do:

Copy the table below in your notebook. Use it to record your observations on the shape and color of the given leaves.

Leaf	Shape	Color	Texture
leaf 1			
leaf 2			

1. Look closely at leaf 1.
  - Q1. What is the shape of leaf 1?
  - Q2. What is the color of leaf 1?
  - Q3. How does leaf 1 feel when you touch it?  
Is it smooth or rough?

2. Look closely at leaf 2.

Q4. What is the shape of leaf 2?

Q5. What is the color of leaf 2?

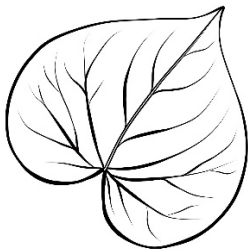
Q6. How does leaf 2 feel when you touch it? Is it smooth or rough?

**Assessment:**

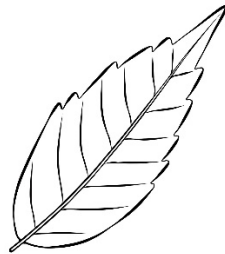
Write your answers on a sheet of paper.

Part I. Multiple Choice. Write the letter of the correct answer. Use CAPITAL letters only.

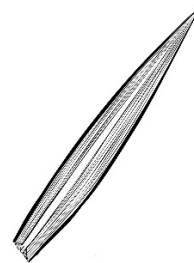
For items 1-3, look at the illustrations below.



leaf A



leaf B



leaf C

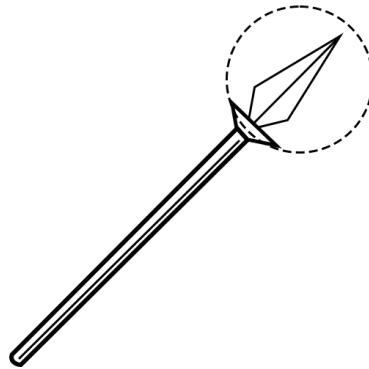
1. Which of the following best describes leaf A?

- A. It is round.
- B. It is heart-shaped.
- C. It is long and thin.

2. Which leaf is long, narrow, and pointed?

- A. Leaf A
- B. Leaf B
- C. Leaf C

3. Which leaf looks like the one circled in the drawing below?



- A. Leaf A
- B. Leaf B
- C. Leaf C

Part II. Refer to the plant presented by your teacher. Write your answers to the following questions briefly.

- 4. What is the color of the leaf?
- 5. Is the leaf smooth or rough?

## ACTIVITY SHEET

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

### Activity 2: Which object is bigger and heavier?

#### Materials Needed:

(per group)

data notebook

(per class)

2 different setups of objects with varying sizes and weight (heaviness)

1 setup of two identical water bottles that are balanced (see figure on page 5)

**Duration:** 20 minutes

#### What to Do:

##### Part A. (Per group)

1. Perform the task in each station within the allotted time.
2. Write your answers in your group notebooks following the table format below.

Station No.	Arrangement from smallest to largest (e.g., A-B-C-D-E)	Arrangement from heaviest to lightest (e.g., E-A-B-D-C)
1		
2		

The following are the station setups and guide questions.  
Station 1:

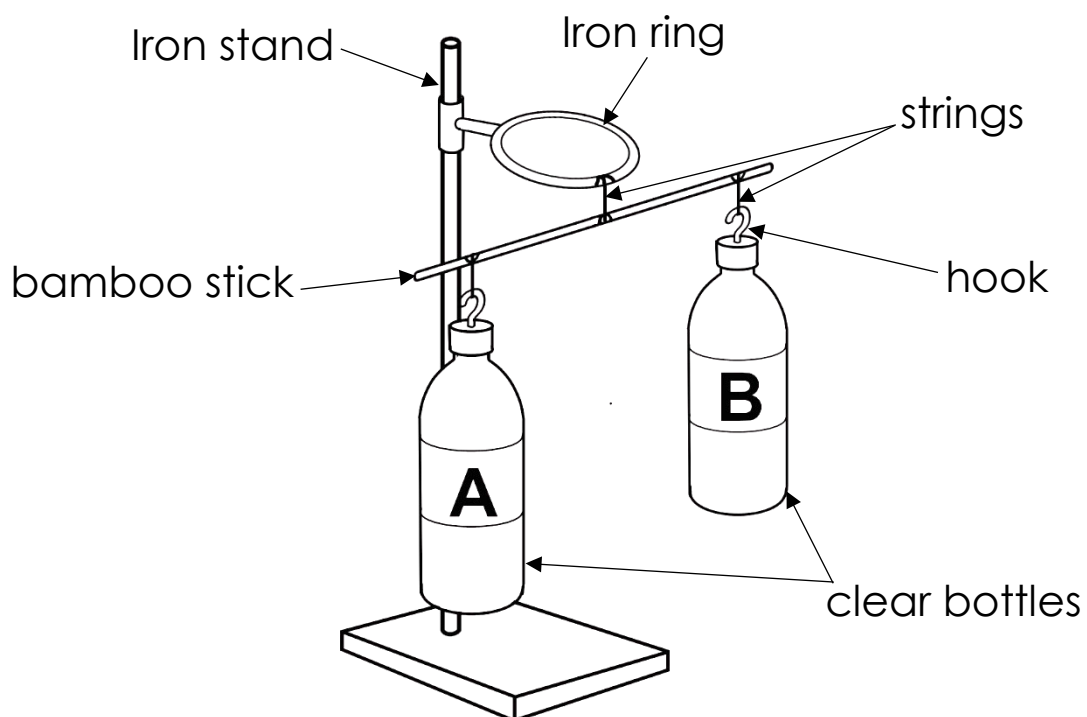
1. Look at the leaves labeled A to E.
2. Compare their sizes without rearranging them.  
Q1. What is the arrangement from smallest to largest?  
Write only the labels.

Station 2:

1. Look at the fruits labeled A to E.
2. Compare their sizes without rearranging them.  
Q2. What is the arrangement from smallest to largest?  
Write only the labels.
3. Without rearranging the fruits, feel each fruit and compare their weight (heaviness).  
Q3. What is the arrangement from heaviest to lightest?  
Write only the labels.

**Part B.** (As a class)

1. Look carefully at the setup of two identical water bottles labeled A and B that are balanced.



2. Feel the bottles A and B. Compare their weight (heaviness).  
Q4. Which bottle is heavier?  
Q5. Why do you think so?
3. Place a small crayon in bottle A.  
Q6. Which bottle is heavier?  
Q7. Why do you think so?
4. Place a bigger crayon in bottle B.  
Q8. Which bottle is heavier?  
Q9. Why do you think so?
5. In this simple guided activity, you used a particular science process skill to compare the sizes and weight (heaviness) of different objects.  
Q10. Which science process skill did you use?  
Q11. How did you use it?

**Assessment:** (As a class)

*Ang Misteryosong Bayong.* Find out what objects are inside the mystery basket. Listen to your teacher for further instructions.





## ACTIVITY SHEET

<b>Learning Area:</b>	<b>Science</b>	<b>Quarter:</b>	<b>2</b>
<b>Week:</b>	<b>1</b>	<b>Days:</b>	<b>3 and 4</b>
<b>Lesson Title/ Topic:</b>	<b>Science Process Skills</b>		
<b>Name:</b>		<b>Grade &amp; Section:</b>	<b>3</b>

### Activity 3: Scavenger Hunt - Where are these Objects?

#### Materials Needed:

(per learner)

notebook, pen, drawing materials

(per group)

group data notebook

**Duration:** 40 minutes

#### What to Do:

##### Part A. Station 1 (Per learner)

1. Look around you.
2. Look for a yellow, red, orange, green, or blue object.  
Q1. What is the object?  
Q2. What is its color?
3. Draw and label it in your notebook.
4. Now, look for an object with any of the following colors: yellow, red, orange, green, or blue. Its shape should be round, rectangular, square, oval, or triangular.
5. Draw and label it in your notebook.  
Q3. What is the object?  
Q4. Describe its color and shape.

**Part B. Station 2 (Per pair)**

1. Look around you.
2. Find a smooth object.  
Q5. What is that object?
3. Find a rough object.  
Q6. What is that object?
4. Find an object that is smooth and round.
5. Draw and label it in your notebook.

**Part C. Station 3 (Per group)**

1. Look around you.
2. Find a soft object.  
Q7. What is that object?
3. Find a hard object.  
Q8. What is that object?
4. Find an object that is hard, smooth, and round.
5. Draw and label it in your group data notebook.

**Part D. Station 4 (Per group)**

1. Look around you.
2. Pick up an object.  
Q9. What is that object?  
Q10. Describe the color, shape, texture, and hardness of the object.

**Assessment:**

Refer to the object shown by your teacher. Describe its color, shape, texture, and hardness. Write your answer on a sheet of paper.