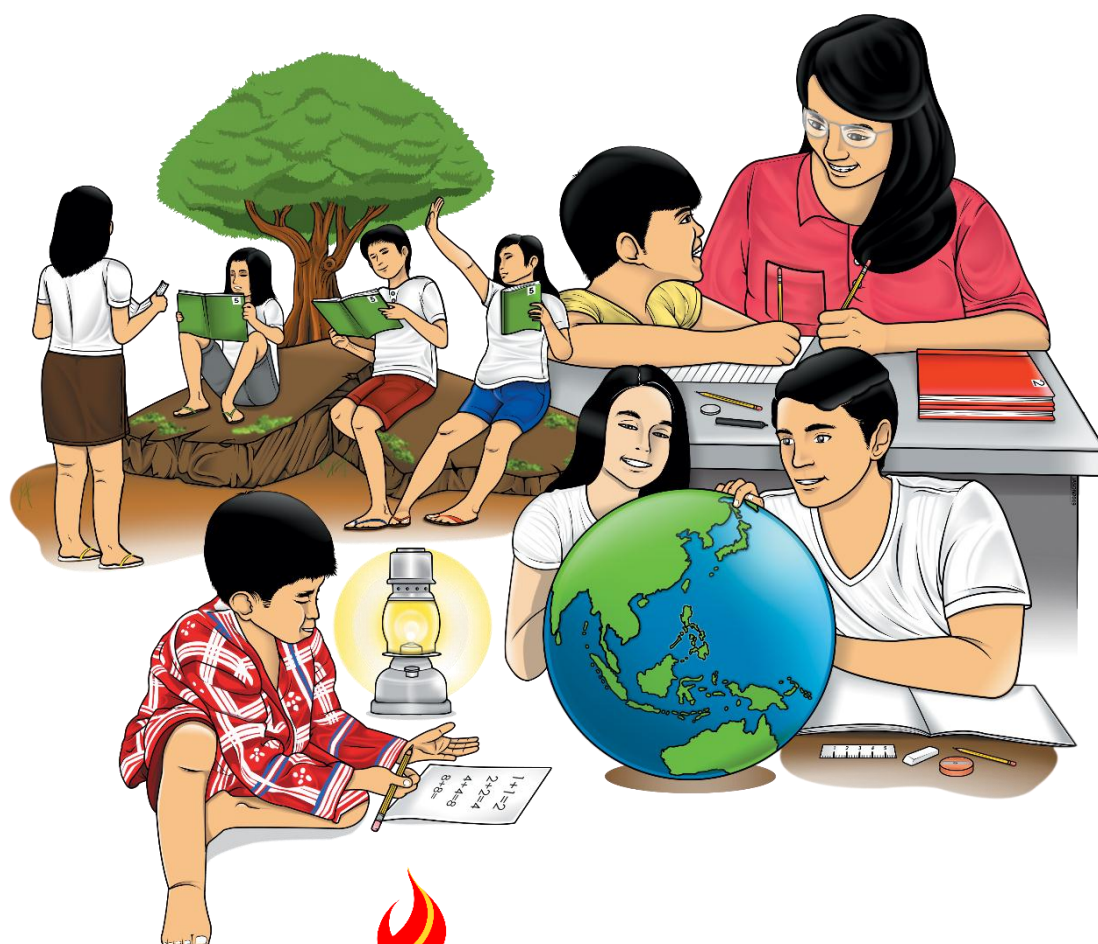


Science

Quarter 1 – Module 1: Classifying Objects and Materials



Science – Grade 3
Alternative Delivery Mode
Quarter 1 – Module 1: Classifying Objects and Materials
First Edition, 2020

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Development Team of the Module

Writers: Ruby P. Cabalda, Helen C. Lagulos, Amor M. Garcia

Editor: Leah R. Guirigay

Reviewers: Armando S. Vinoya, Alemer O. Veloso, Divilyn Rodriguez

Illustrator: Joan T. Escoton

Layout Artist: Amor M. Garcia, Joan T. Escoton

Management Team: Evelyn R. Fetalvero

Eufemia T. Gamutin

Janette G. Veloso

Josie T. Bolofer

Analiza C. Almazan

Arlyn B. Lim

Ma. Cielo D. Estrada

Secinia C. Morales

Maria Liza I. Berandoy

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Department of Education – Region XI

Office Address: F. Torres St., Davao City

Telefax: (082) 291-1665; (082) 221-6147

E-mail Address: region11@deped.gov.ph * lrms.regionxi@deped.gov.ph

Science

Quarter 1 – Module 1: Classifying Objects and Materials

Introductory Message

For the facilitator:

Welcome to the Science 3 Alternative Delivery Mode (ADM) Module on **Classifying Objects and Materials**.

This module was collaboratively designed, developed and reviewed by educators both from public and private institutions to assist you as teacher or facilitator in helping the learners meet the standards set by the K to 12 Curriculum while overcoming personal, social, and economic constraints in schooling.

This learning resource hopes to engage the learners into guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st century skills while taking into consideration their needs and circumstances.

In addition to the material in the main text, you will also see this box in the body of the module:



Notes to the Teacher

This contains helpful tips or strategies that will help you in guiding the learners.

As a facilitator you are expected to orient the learners on how to use this module. You also need to keep track of the learners' progress while allowing them to manage their own learning. Furthermore, you are expected to encourage and assist the learners as they do the tasks included in the module.

For the learner:

Welcome to the Science 3 Alternative Delivery Mode (ADM) Module on **Classifying Objects and Materials**.

The hand is one of the most symbolized part of the human body. It is often used to depict skill, action and purpose. Through our hands we may learn, create and accomplish. Hence, the hand in this learning resource signifies that you as a learner is capable and empowered to successfully achieve the relevant competencies and skills at your own pace and time.

This module was designed to provide you with fun and meaningful opportunities for guided and independent learning at your own pace and time. You will be enabled to process the contents of the learning resource while being an active learner.

This module has the following parts and corresponding icons:



What I Need to Know

This will give you an idea of the skills or competencies you are expected to learn in the module.



What I Know

This part includes an activity that aims to check what you already know about the lesson to take. If you get all the answers correct (100%), you may decide to skip this module, but if you got 50%-99% you will proceed with the module.



What's In

This is a brief drill or review to help you link the current lesson with the previous one.



What's New

In this portion, the new lesson will be introduced to you in various ways such as a story, a song, a poem, a problem opener, an activity or a situation.



What is It

This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.



What's More

This comprises activities for independent practice to strengthen your understanding and skills of the topic. You may check the answers to the exercises using the Answer Key at the end of the module.



What I Have Learned

This includes questions or blank sentence/paragraph to be filled in to process what you have learned from the lesson.



What I Can Do

This section provides an activity which will help you transfer your new knowledge or skill into real life situations.



Assessment

This is a task which aims to evaluate your level of mastery in achieving the learning competency.



Additional Activities

In this portion, another activity will be given to you to enrich your knowledge or skill on the lesson learned. This also tends retention of learned concepts.



Answer Key

This contains answers to all activities in the module.

At the end of this module you will also find:

References

This is a list of all sources used in developing this module

The following are some reminders in using this module:

1. Use the module with care. Do not put unnecessary mark/s on any part of the module. Use a separate sheet of paper in answering the exercises.
2. Don't forget to answer *What I Know* before moving on to the other activities included in the module.
3. Read the instruction carefully before doing each task.
4. Observe honesty and integrity in doing the tasks and checking your answers.
5. Finish the task at hand before proceeding to the next.
6. Return this module to your teacher/facilitator once you are through with it.

If you encounter any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator. Always bear in mind that you are not alone.

We hope that through this material, you will experience meaningful learning and gain deep understanding of the relevant competencies. You can do it!



What I Need to Know

This module was designed and written with you in mind. It is here to help you master the skill in classifying objects and materials as solid, liquid and gas based on some observable characteristics (**S3MT-Ic-d-2**). The scope of this module allows it to be used in many different learning situations. The language used recognizes the different vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to be similar with the textbook you are now using.

The module is divided into four lessons, namely:

- Lesson 1 – Objects and Materials Around Us and their Properties
- Lesson 2 – Solid Objects or Materials and their Characteristics
- Lesson 3 – Liquid Objects or Materials and their Characteristics
- Lesson 4 – Gaseous Objects or Materials and their Characteristics

After going through this module, you are expected to be able to:

1. Identify and describe objects and materials at home, in school and in the surroundings and classify them as solid, liquid and gas.
2. Recognize and describe the observable characteristics of solid as to color, size, shape, and texture.
3. Describe observable characteristics of liquid as to its ability to flow and how they occupy space.
4. Name and describe observable characteristics of gas.



What I Know

Directions: Choose the letter of the best answer. Write the chosen letter on a separate sheet of paper. If you answer correctly all the five questions you may skip this module but if you do not, you are going to continue with the activities of this module.

1. Helen walks every day to school. One afternoon, when she was on her way back to their house, it rained very hard. "Aha! It is good that I brought with me my umbrella", she said. The rain is an example of _____.
A. solid B. liquid C. gas D. solid and gas
2. A ripe mango is yellow. Which characteristic of solid determines the underlined word?
A. size B. shape C. color D. texture
3. Which of the following materials is gas?
A. smoke B. water C. alcohol D. paper
4. Which of the following is NOT true?
A. Solid has weight and occupies space.
B. Liquid flows and takes the shape of the containers.
C. Gas is everywhere and it has weight and it occupies space.
D. Liquid and gas have no weight but occupy space.
5. Which of the following statement is true?
A. Solid objects and materials can be classified as to color, size, shape and texture.
B. Gas cannot fill the shape of the container.
C. Liquid flows and has no weight.
D. Solid, liquid and gas can be classified according to shape and odor only.

Lesson

1

Objects and Materials Around Us and their Properties

Matter Around Us

By: Amor M. Garcia

Solid, Liquid, Gas

These are things around us

We can see them, we can touch them

And sometimes we can only feel them

Solid, Liquid, Gas, we see them everyday

We feel them everyday, they are lovely

Cause they differ in many ways

They differ in size, they differ in shape

They even differ in color, specially their texture

Solid, Liquid, Gas... they are useful for us

Let's observe them and learn more about them.



What's In

There are different objects and materials that can be found at home, in school or in the community. They are called matters. They can be solid, liquid and gas.

Name five (5) objects or materials that can be found at home. Write them in the box below and tell something about their characteristics. Do this in a separate piece of paper.



What's New

Everything around us is matter. Matter is anything that has weight and takes up space. Everything you can see and touch is made up of matter. Matter comes in different shapes and sizes.

Why does matter comes in different sizes and shapes? Well, that is because matter comes in three forms: solid, liquid and gas. Solid, liquid and gas will fill up space in different ways depending upon how big, small, long or short the object is.

Let us explore more about them and their properties!

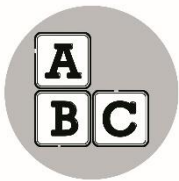


What is It

Solids are objects that we can touch and see. Flowers, tables and chairs are examples of solid. It has shape, color, texture and size.

Liquids are objects that we can also touch and see. They change shape depending on the container. It has weight. Water is the famous example of liquid.

Gas is another form of matter. It cannot be seen but is around us. We can feel it. Gas has weight and occupies space. It has no shape or size. The air we inhale is a gas.



What's More

Everything around us is matter. You can classify them into solid, liquid and gas.

pencil



juice



smoke from the car



Air coming out from the balloon



water container



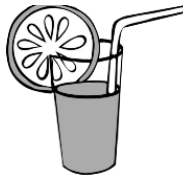
milk in a glass



Which object is solid? _____
Which object is liquid? _____
Which object is gas? _____

Write S if the object is solid and L if the object is liquid and G if it is gas.

_____ 1. Sweet juice



_____ 2. An empty glass



_____ 3. A kilo of nail



_____ 4. Creamy milk



_____ 5. Air in the balloon



What I Have Learned

- ✓ Matter is everything around us.
- ✓ It has mass and weight.
- ✓ Three forms or states of matter are Solid, Liquid and Gas



What I Can Do

Objects and materials found at home are matter. Can you identify them? Draw three (3) examples for each phase.

Solid	Liquid	Gas

Answer the following questions.

1. What state of matter is the object of material that you draw?



Assessment

Direction: Write I if the statement is true and F if it is false.

- _____ 1. Solid has no definite shape and weight.
- _____ 2. A solid can be described through its shape, color, size and texture.
- _____ 3. Liquid has the ability to flow.
- _____ 4. Gas occupies the space of the container.
- _____ 5. Liquid and gas take the shape of the container.



Additional Activities

Directions: Compare the following states of matter. Write Yes if the statement will answer the state of matter and No if it is not.

Description	Solid	Liquid	Gas
1. It can be touched.			
2. It can be seen.			
3. It has definite shape.			
4. It has volume.			
5. It takes the shape of the container.			

Lesson

2

Solid Objects or Materials and their Characteristics



What's In

In the previous lesson, you have learned that there are three forms or states of matter namely solid, liquid and gas. In this lesson, you will learn more about solid. Solid has different observable characteristics. It has shape, size, color, and texture.

Solids have different shapes such as round, square, rectangle, triangle and oblong. Solids have different colors, too. They can be red, blue, yellow, orange, green, brown, gray, white and black.






Solid has its own size. You can measure their length and width by using a ruler for small objects and a meter stick for longer objects. It may have similar and different sizes such as tall, long, short, big, and small.

Through your sense of touch, you can describe the objects and materials' texture whether it is rough, smooth, hard, and soft.



What's New

Describe how these objects were classified. Try this.

Object	Color	Shape	Size	Texture
 ball	red	circle	small	rough
 book	green	rectangle	big	smooth
 box	blue	square	small	smooth
 wall clock	black	circle	big	smooth
 pillow	yellow	square	big	smooth

For Example:

The color of the ball is red. The ball is small. Its shape is a circle. It is rough when you touch it.

Now it is your turn!

Look for solid materials around you. List them below and tell their observable characteristics. Do this in your notebook.




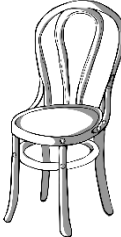
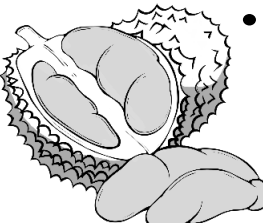
OBJECT	COLOR	SHAPE	SIZE	TEXTURE



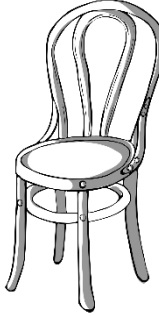



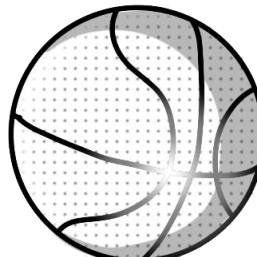
What is It

Activity 1. Connect the solid in Column A with its opposite size in Column B.

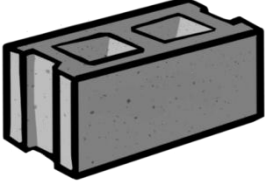


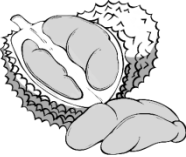


Column A

1.  •
2.  •
3.  •
4.  •
5.  •




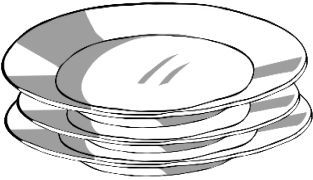


Column B

- A 
- B 
- C 
- D 
- E 

Activity 2. Mark (/) if the object is **Rough** and (x) if the object is **Smooth**.

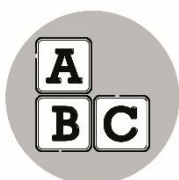
<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>	

Mark (/) if the object is **Hard** and (x) if the object is **Soft**.

<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>	

Answer the question:



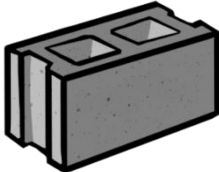


1. What are the observable characteristics of solid objects?



What's More

Let us master this!

Direction: Identify the shape, color, size and texture of the following objects. Write your answer on the space provided.

1. 	Shape	
	Color	
	Size	
	Texture	
2. 	Shape	
	Color	
	Size	
	Texture	
3. 	Shape	
	Color	
	Size	
	Texture	
4. 	Shape	
	Color	
	Size	
	Texture	
5. 	Shape	
	Color	
	Size	
	Texture	



What I Have Learned

- ✓ Solids have certain color, size, shape and texture.
- ✓ Solids have different colors. They can be red, blue, yellow, orange, green, brown, gray, white and black.
- ✓ Solids have different shapes such as round, square, rectangle, triangle, and oblong.
- ✓ Solids have different sizes such as big, small, long, short and tall.
- ✓ Solids have texture. It can be smooth or rough.
- ✓ Solid can be classified according to color, size, shape and textures.



What I Can Do

Directions: Name and identify the color, shape, size and texture of the objects.

<u>Object</u>	<u>Name</u>	<u>Color</u>	<u>Shape</u>	<u>Size</u>	<u>Texture</u>
	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____



Assessment

Directions: Match the characteristics of solid in Column A to Column B. Choices in Column B can be used twice. Write the letter of your answer on the space provided.

Column A

- ____ 1. round table
- ____ 2. green mango
- ____ 3. rough surface
- ____ 4. big notebook
- ____ 5. soft pillow

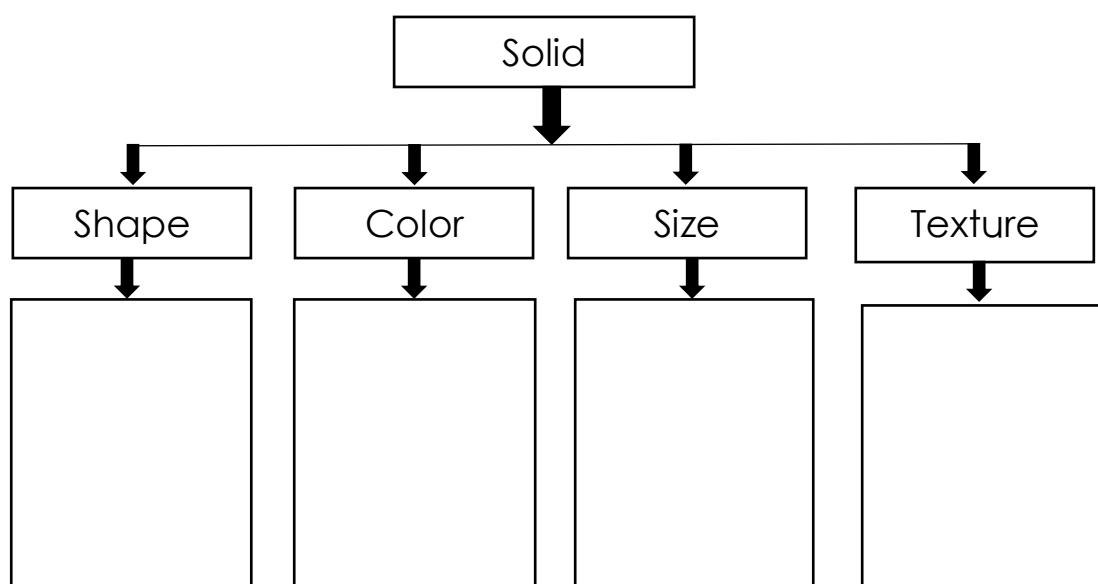
Column B

- A. size
- B. shape
- C. color
- D. texture



Additional Activities

Directions: Write the different observable characteristics of solid to complete the graphic organizer. Do this in your notebook.



Lesson 3

Liquid Objects or Materials and their Characteristics



What's In

Liquid is an object that occupies space and takes the shape of the container. It can be poured and flow fast or slow.

In this lesson, you will learn the different observable characteristics or properties of liquids.



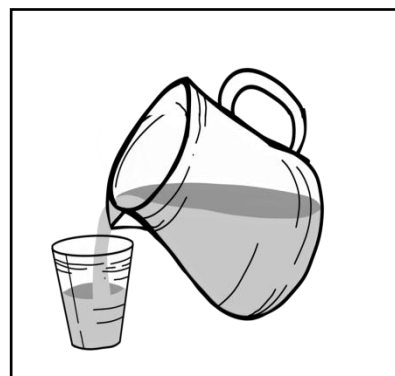
Notes to the Teacher

Learning by doing is exciting. Be guided with an adult or your parents for safety measures. You may assist the learner in coming up with his/her observation.

Observe the drawing.



Picture 1



Picture 2

How does the liquid flows?

Picture 1 _____

Observe the different characteristics of liquid. Record or write your observations

Let us try these.

1. Pour water in a glass.
2. Fill in a basin with water.

Picture 2 _____

Answer the following questions:

1. What have you observed when you poured water on a glass? _____
2. What have you observed when you fill in a basin with water? How did you do it? _____
3. When you compare the shape of the water in a glass and in a basin. What have you observe? _____



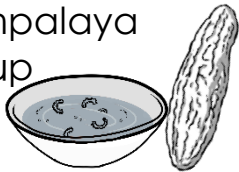




What's New






Liquids come in different colors, like black, red and yellow. Some liquids are colorless. They also vary in taste. Some are sweet, sour, bitter or salty. They have good smell like perfume, syrup, shampoo and fabric conditioner, others have bad odor like fish sauce and vinegar. Some liquids are odorless. Let us do this!

Direction. Put a check mark on its appropriate column.

A. Taste Chart

Liquids	Taste			
	Sweet	Sour	Bitter	Salty
Vinegar 				
Chocolate milk 				
Ampalaya soup 				
Soy sauce 				
Lemon juice 				

B. Smell or odor Chart




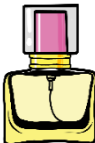

Liquids	Smell or odor	
	Good	Bad
Perfume 		
Gasoline 		
Bleach 		
Fabric conditioner 		
Cologne 		

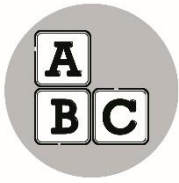


What is It

You can classify liquids according to its observable characteristics. You can group them according to color, shape, taste, and smell.

Record your observations. Write your answer in the space provided for you.

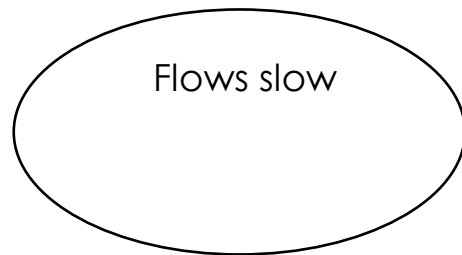
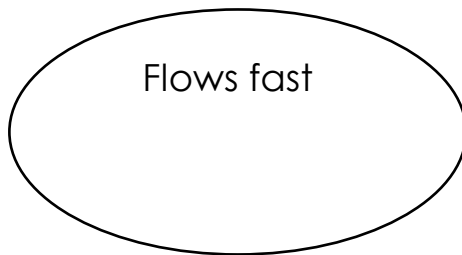
Name of Liquid	Descriptions			
	Color	Shape	Taste	Smell
 <u>Soy sauce</u>				
 <u>Honey</u>				
 <u>Fish sauce</u>				
 Perfume				
 Shampoo				



What's More

Liquid has the ability to flow. Some liquids flow fast while some flows slow. Based on your observation classify the following examples of liquid on these particular characteristics.

oil	cola	honey	soy sauce	ketchup
-----	------	-------	-----------	---------



What I Have Learned

- ✓ Liquid takes the shape of the container
- ✓ Liquid can be poured and flows fast or slow.
- ✓ Liquids have different colors, like black, white and yellowish. Some are colorless.
- ✓ Liquids vary in taste some are sweet, sour, bitter or salty.
- ✓ Liquids have good or bad smell or odor. Some are odorless.



What I Can Do

Describe how the following materials flow.

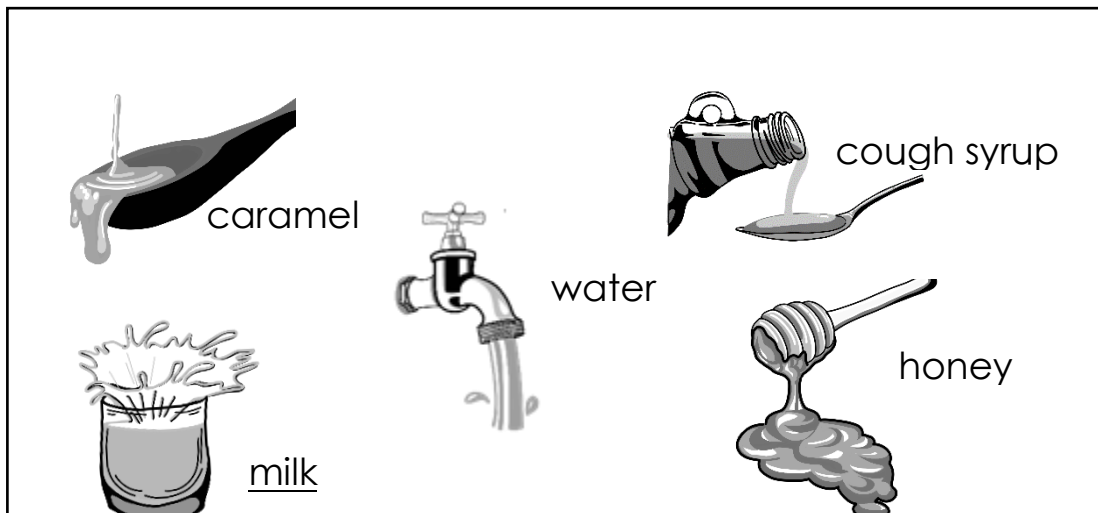
Direction: Choose your answer in the word bank to complete the sentence.

Word Bank:

whiter

sweeter

faster



1. Water flows _____ than the milk.
2. Honey taste _____ than the cough syrup.
3. Milk is _____ than the caramel.



Assessment

Direction: Supply the missing word. Write the word on the blank to complete the paragraph.

Liquid takes the shape of the _____. It has ability to flow _____ or _____. Furthermore, liquids have different colors, like black, white and yellow. The taste can be _____, _____, _____ or salty. Its smell can be _____ or bad.



Additional Activities

Direction: Blacken the box if the statement describes liquid.

- ☐ 1. It has the ability to flow.
- ☐ 2. It has no definite shape.
- ☐ 3. It has different colors.
- ☐ 4. It takes the shape of the container.
- ☐ 5. It has rough texture.

Lesson

4

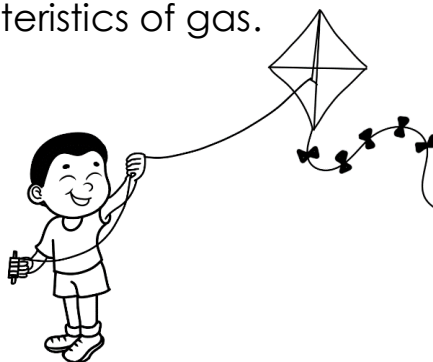
Gaseous Objects or Materials and their Characteristics



What's In

Air is around us. Air is an example of a gas. We cannot see it but we can feel and smell it. We see object moves. In this lesson, you will learn different observable characteristics of gas.

Have you tried flying a kite?



How did the kite fly?

What did the kite need to fly?



Notes to the Teacher

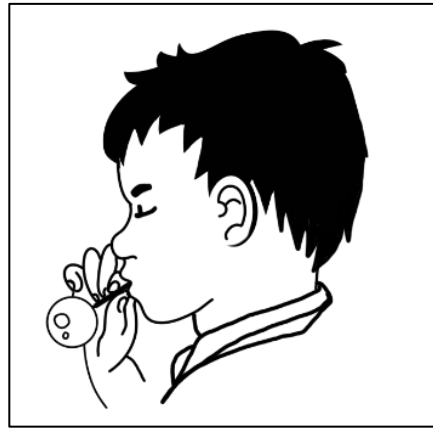
Let the learners explore, investigate and discover interesting things. Be careful and guided properly with an adult or your parents.



What's New

Gas is another state of matter. It does not have a definite shape and size. It spreads out to fill its container. It cannot be seen but can be felt.

Study the picture.



Answer the following questions:

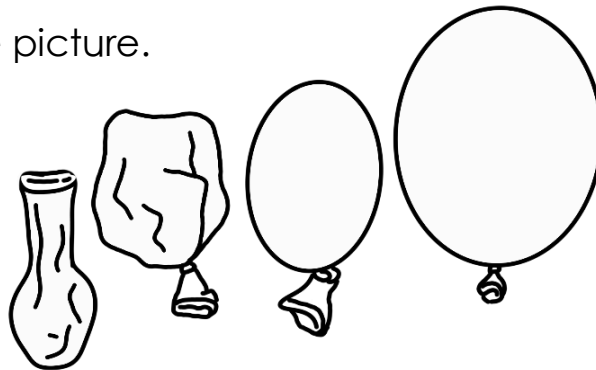
1. What does the boy do? _____
2. How did he do it? _____
3. What did you discover? _____



What is It

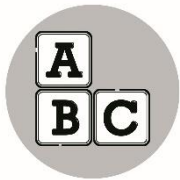
Gas has no definite size and shape but it takes the shape of the container. Air fills and moves freely in the container.

Observe the picture.



It is your turn to do this!

1. Blow air in the balloon or plastic bag. What happened?
2. Why do you think it happened?



What's More

Direction: Put a check mark on the object that can be filled with air.

1. tire
2. pitcher
3. gas tank
4. rubber ball
5. sponge



What I Have Learned

- ✓ Gas does not have a definite shape and size.
- ✓ Gas spreads out to fill its container.
- ✓ Air fills and moves freely in the container.



What I Can Do

Direction: Write **Yes** if the statement is correct and **No** if it is not.

- _____ 1. Gas does not have a definite shape and size.
- _____ 2. Air does not occupy space.
- _____ 3. We can see air around us.
- _____ 4. Air moves freely in the container.
- _____ 5. We can keep air inside our pocket.



Assessment

Directions: Fill in the missing word. Write the word in the blank to complete the paragraph.

Gas is another state of _____. It does not have definite _____ and _____. It spreads out to fill its _____. Moreover, gas cannot be seen but we can _____ it like the air.



Additional Activities

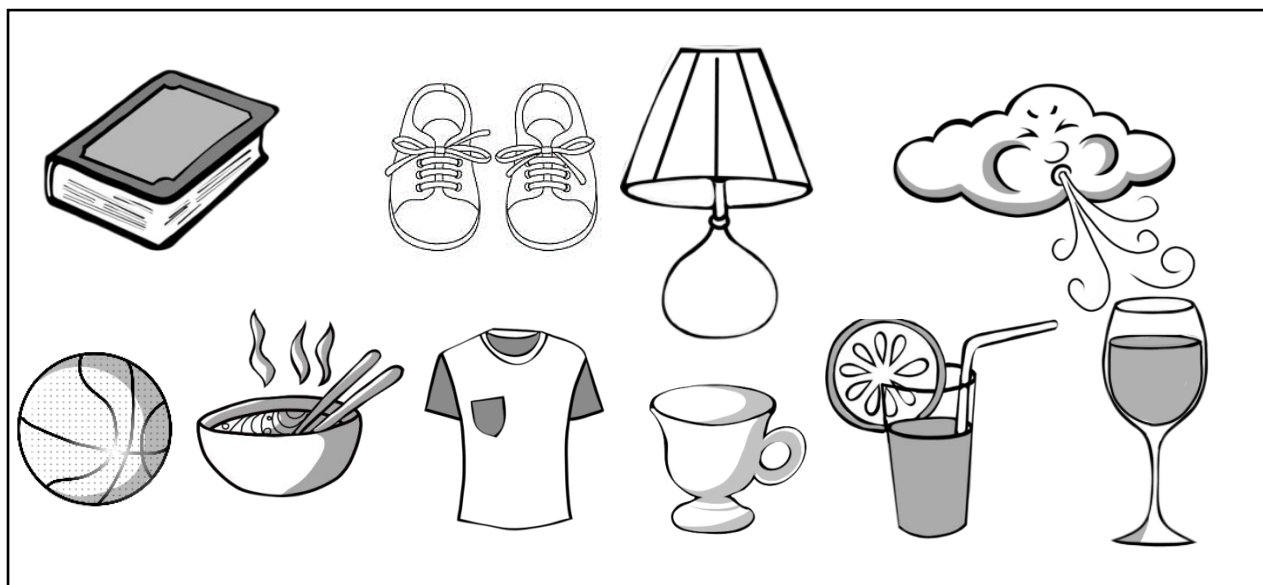
Direction: Look and mark check of the words in box that you think as an example of gas.

inflated balloon	oxygen tank	thin book
block of wood	marbles	steam
pineapple juice	fire extinguisher	air pump



Assessment

Group the following objects below. Draw and write their names on the proper column.



Solid	Liquid	Gas

1. How did you classify the objects?








Additional Activities

Activity I. Direction: Use your crayons. Color the word **RED** if it is solid objects. **BLUE** if it is liquid and **YELLOW** if it is a gas.

ballpen	lemon juice	scissor	ink	bath soap	oil
eye glass	oxygen	smoke	vinegar	plastic balloon	

Activity II. Classify whether the object is a liquid or a gas. Write the word Liquid or Gas in the opposite box. Do this in your notebook.

Object	Classification
1. Balloon 	
2. Flowing water 	
3. Smoke 	
4. Sunkist Cola 	
5. LPG 	



Answer Key

Activity 1. Direction: Use your crayons. Color the word **RED** if it is solid objects, **BLUE** if it is liquid and **YELLOW** if it is a gas.

oil	bath soap	smoke
vinegar	plastic balloon	wind
ink	eye glass	oxygen
balloon	lemon juice	scissor

Assessment

Group the following objects below. Draw and write their names on the proper column.

 wind	 juice	 shirt
 ball	 coffee	 lamp
 soup	 wine	 book
 gas	 liquid	 stools

Additional Activities

Directions: Look and mark check of the words in box that you think as an example of gas.

inflated balloon / oxygen tank / thin book	block of wood	marbles	steam
pineapple juice	fire extinguisher	air pump	

Lesson 4 Assessment

1. Matter
2. Shape
3. Size
4. Container
5. Feel

LESSON 4

What's More

Directions: Put a check mark on the object that can be filled with air.

1. tire	/
2. pitcher	/
3. gas tank	/
4. rubber ball	/
5. sponge	

What I Can Do

1. Yes
2. No
3. No
4. Yes
5. No

B. Smell or odor Chart

Liquids	Smell or odor	
	Good	Bad
Perfume	/	
Gasoline	/	
Bleach	/	
Fabric conditioner	/	
Cologne	/	

Additional Activities

Shape
round, rectangle, oblong, square, triangle

Color
white, black, yellow, red, green, blue, violet, orange, gray, brown

Size
Small, big, tall, long, short

Texture
rough, smooth, hard, soft

Assessment







Matching type

1. B
2. C
3. D
4. A
5. D

Lesson 2

What is it

Activity 3 Mark (/) if the object is **HARD** and (x) if the object is **SOFT**

/

x

/

/

x






x

LESSON 3

What's New

Direction. Put a check mark on its appropriate column.



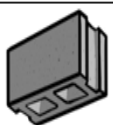


A. Taste Chart

Liquids				Sweet	Sour	Bitter	Salty
Taste							
					/		
							/

What's More

Let us master this!

Direction: Identify the shape, color, size and texture of the following objects. Write your answer on the space provided.

1.		Shape	round	Color	blue	Size	small	Texture	smooth
2.		Shape	triangle	Color	brown	Size	small	Texture	rough
3.		Shape	rectangle	Color	gray	Size	big	Texture	rough
4.		Shape	round	Color	white	Size	big	Texture	smooth
5.		Shape	rectangle	Color	green	Size	big	Texture	smooth

What I know

1. B
2. C
3. A
4. D
5. A

LESSON 1

What's In

Answer may vary depending on the answers of the learners

What's More

Questions:

Which object is solid?

Pencil, water container

Which object is liquid?

Juice, milk in a glass

Which object is gas?

Smoke from the car, air coming out the balloon

Write **S** if the object is **solid** and **L** if the object is **liquid** and **G** if it is **gas**.

1. L
2. S
3. S
4. L
5. G

LESSON 2

What's New

Example :

The color of the ball is red. The ball is small. Its shape as a circle. It is rough when you touch it

Look for solid materials around you. List them and tell its observable characteristics

Object	Color	Shape	Size	Texture
The answer will differ depending upon the learner.				

What is it

Activity 1. Connect the solid in column A with its opposite size in column B.

1. E
2. D
3. B
4. A
5. C

What I Can Do

Answer may vary depending on the learners

Assessment

Direction: Write **T** if the statement is **true** and **F** if it is **false**.

1. F
2. T
3. T
4. T
5. T

Additional Activities:

Directions: compare the following states of matter. Write **YES** if the description will answer the state of matter and **No** if it is not.

Description	Solid	Liquid	Gas
1. It can be touched	Yes	Yes	No
2. It can be seen	Yes	Yes	No
3. It has definite shape	Yes	No	No
4. It has volume	Yes	Yes	Yes
5. It takes the shape of the container	No	Yes	Yes

Lesson 2

What is it

Activity 2 Mark (/) if the object is **ROUGH** and (x) if the object is **SMOOTH**








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For inquiries or feedback, please write or call:

Department of Education - Bureau of Learning Resources (DepEd-BLR)

Ground Floor, Bonifacio Bldg., DepEd Complex
Meralco Avenue, Pasig City, Philippines 1600

Telefax: (632) 8634-1072; 8634-1054; 8631-4985

Email Address: blr.lrqad@deped.gov.ph * blr.lrpd@deped.gov.ph