

# CURRICULUM MAP

## Science Experiences 2

*Dear Teacher,*

Greetings from Abiva Publishing House Inc.!

Thank you for adopting our textbook/s. Your chosen series titles come with functional Teacher’s Guides that provide you with a detailed Curriculum Map for each grade level. For your reference, we are providing you below some important keys to understanding and using the components, terminologies, and abbreviations found in this teacher’s companion tool.

We hope you will find the following Curriculum Map most helpful in your daily planning and teaching tasks. Do suggest other ways we can make your chosen Abiva textbook/s more attuned to your needs as a teacher. You may send us your comments through our official address [wecare@abiva.com.ph](mailto:wecare@abiva.com.ph).

Happy teaching!

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#### Curriculum Map Components and Content Sources

<b>Key Stage Standards</b>	Taken from the worktext: <b>Science Experiences 2</b>
<b>Grade Level Standards</b>	Taken from the worktext: <b>Science Experiences 2</b>
<b>Content Standards</b>	Taken from the worktext: <b>Science Experiences 2</b>
<b>Performance Standards</b>	Taken from the worktext: <b>Science Experiences 2</b>
<b>Content</b>	Taken from the worktext: <b>Science Experiences 2</b>
<b>K to 12 Learning Competencies</b>	Taken from the worktext: <b>Science Experiences 2</b>
<b>21st-Century Skills</b>	Taken from “New Vision for Education: Unlocking the Potential of Technology,” World Economic Forum® (2015)
<b>Teaching Strategies/Differentiated Instruction</b>	A variety of author-suggested instructional strategies to help the teacher deliver the lessons at varying levels of difficulty based on the students’ learning styles.
<b>Assessment</b>	Assessment tools and strategies categorized as either Formative or Summative
<b>Values Integration</b>	A list of values that are inherent in the subject and developed through lesson discussions and skills exercises. The teacher, however, is encouraged to emphasize values that are aligned with the school’s own core values.
<b>Resources</b>	A rundown of suggested instructional materials that may take the form of traditional resources, teacher-made resources, educational software, and other digital learning resources.



**LEARNING SKILLS (Competencies):** Communication • Collaboration • Critical thinking/problem solving • Creativity  
**LITERACY SKILLS (Foundation Literacies):** Literacy and numeracy • Scientific literacy • ICT literacy • Financial literacy • Cultural literacy • Civic literacy  
**LIFE SKILLS (Character Qualities):** Initiative • Persistence • Adaptability • Curiosity • Leadership • Social and cultural awareness • Career • Work ethics

<b>Key Stage Standards (K to 3)</b>	At the end of grade 2, the learners should have acquired healthful habits and have developed curiosity about themselves and their environment using basic process skills of observing, communicating, comparing, classifying, measuring, inferring, and predicting. This curiosity will help learners value science as an important tool in helping them continue to explore their natural and physical environment. This should also include developing scientific knowledge or concepts.
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<b>Grade Level Standards</b>	At the end of grade 2, the learners will use their senses to explore and describe the functions of their senses, compare two or more objects, and by using two or more properties, sort things in different ways and give a reason for doing so, describe the kind of weather or certain events in the home or school and express how these are affecting them, do simple measurements of length, tell why some things around them are important, decide if what they do is safe or dangerous; give suggestions on how to prevent accidents at home, practice electricity, water, and paper conservation, help take care of pets or of plants, and tell short stories about what they do, what they have seen, or what they feel.
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## 1st Quarter

<b>Unit 1: Matter</b>		<b>Time Frame: 28 days</b>	
<b>Content Standards</b>	The learners demonstrate understanding of... <ul style="list-style-type: none"> <li>● different science processes;</li> <li>● application of the different science processes;</li> <li>● ways of observing matter;</li> <li>● classification of matter as solid, liquid, and gas;</li> <li>● ways of sorting materials and describing them as solid, liquid, or gas based on observable properties; and</li> <li>● differences between physical and chemical changes.</li> </ul>	<b>Performance Standards</b>	The learners should be able to. . . <ul style="list-style-type: none"> <li>● apply simple science processes through activities;</li> <li>● use and handle properly common solids and liquids found at home;</li> <li>● communicate and describe something you observed and experienced to someone;</li> <li>● describe characteristics of matter;</li> <li>● group common objects found at home and in school according to solids, liquids, and gas; and</li> <li>● perform various activities to demonstrate the differences between physical and chemical changes.</li> </ul>

### Chapter 1: Doing the Science Way

<b>Essential Questions*</b>	<ul style="list-style-type: none"> <li>Why is it important to learn and develop the essential processes or skills of scientific inquiry?</li> <li>In what ways are properties of matter important?</li> <li>How can changes in matter be beneficial to people?</li> </ul>	<b>Enduring Understandings*</b>	<ul style="list-style-type: none"> <li>There are science process/skills that are necessary for everyday life.</li> <li>Understanding the properties of matter is important in daily living.</li> <li>Matter undergoes changes when exposed to certain conditions.</li> </ul>
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\*Contents for Essential Questions and Enduring Understandings are set per unit in the worktext and by chapter in the Teacher's Guide. Hence, these were integrated in the table above and not within each lesson in the CM.

Content	DepEd K to 12 Learning Competencies**	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
<b>LESSON 1</b> <i>Observing</i>	<i>Observe some properties of objects</i>  <i>Tell how the senses help know more about things around them</i>  <i>Tell how each sense works during an observation</i>	<b>Curiosity</b> <ul style="list-style-type: none"> <li>Showing interest in things around</li> <li>Being observant</li> </ul> <b>Critical Thinking</b> <ul style="list-style-type: none"> <li>Observe some properties of objects</li> <li>Examine how the body senses help people know more about the things around them</li> <li>Examine how the senses work during observations</li> </ul> <b>Communication</b> <ul style="list-style-type: none"> <li>Describing the difference between objects</li> <li>Explaining how the senses help know</li> </ul>	<ul style="list-style-type: none"> <li>Focused Listening</li> <li>Think-Pair-Share</li> <li>Pair activity on describing partner's hair</li> <li>Whole-class discussion about observing as a science process skill</li> <li>Deductive approach on posing questions about the lesson</li> <li>Picture analysis of illustrations in <i>Energize Your Mind</i></li> <li>Activity on making observations</li> </ul>	<b>Formative</b> <ul style="list-style-type: none"> <li>Activity on making observations</li> <li>Board work</li> <li>Practice exercises</li> <li>Assignment</li> <li>Seatwork</li> </ul> <b>Summative</b> <ul style="list-style-type: none"> <li>Questions under <i>Express Your Learning</i></li> <li>Long tests</li> <li>Teacher-made chapter test</li> </ul>	<ul style="list-style-type: none"> <li>Attentiveness in listening and during classroom activities</li> <li>Harmonious participation in doing an activity with a group or partner</li> <li>Patience in doing an investigation in science</li> <li>Appreciation for the body senses</li> </ul>	<ul style="list-style-type: none"> <li>raisins</li> <li>clear soda bottle</li> <li>plastic cup or glass</li> </ul>

		<p>more about things around them</p> <ul style="list-style-type: none"> <li>Telling how each sense works during an observation</li> </ul> <p><b>Literacy and Communication</b> Writing and sharing observations</p> <p><b>Creativity</b> Finding ways of grouping objects based on observation</p> <p><b>Collaboration</b></p> <ul style="list-style-type: none"> <li>Sharing experiences or tasks</li> <li>Doing a pair activity on describing partner's hair</li> </ul>				
<p><b>LESSON 2</b> <i>Classifying</i></p>	<p><i>Classify objects according to their shape and to the materials they are made of</i></p> <p><i>Classify objects according to whether they float or sink in water</i></p> <p><i>Identify objects that float or sink in water</i></p> <p><i>Recognize how objects are alike and different from one another</i></p>	<p><b>Curiosity</b> Observing with interest the characteristics of things around</p> <p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>Examine objects by their shape and the materials they are made of</li> <li>Observe objects if they float or sink in water</li> <li>Examine how objects are alike and different from one another</li> </ul>	<ul style="list-style-type: none"> <li>Whole-class discussion on classifying objects</li> <li>Think-Pair-Share</li> <li>Task card</li> <li>Collaborative activity on grouping and classifying objects</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>Activity on how objects can be classified</li> <li>Board work</li> <li>Practice exercises</li> <li>Assignment</li> <li>Seatwork</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>Questions under <i>Express Your Learning</i></li> <li>Long tests</li> <li>Teacher-made chapter tests</li> </ul>	<ul style="list-style-type: none"> <li>Attentiveness in listening</li> <li>Patience in doing science activities</li> <li>Appreciation of the importance of classifying things</li> </ul>	<ul style="list-style-type: none"> <li>nail</li> <li>washer</li> <li>button</li> <li>thumbtack</li> <li>coin</li> <li>plastic bottle cap</li> <li>metal soda bottle cap</li> <li>water</li> </ul>

		<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Telling the characteristics of people, animals, or objects</li> <li>Discussing answers to questions</li> </ul> <p><b>Creativity</b> Finding ways of grouping objects based on observation</p> <p><b>Collaboration</b></p> <ul style="list-style-type: none"> <li>Working with others in sharing experiences or tasks</li> <li>Working with a group to do the activity on grouping together and classifying objects</li> <li>Participating in an activity of forming groups according to birth months</li> </ul> <p><b>Perseverance</b></p> <ul style="list-style-type: none"> <li>Finding ways to make learning easy</li> </ul>				
<p><b>LESSON 3</b> <i>Comparing and Contrasting</i></p>	<p><i>Look for a basis for comparing things</i></p> <p><i>Compare and contrast properties of some objects</i></p>	<p><b>Curiosity</b> Observing the similarities and differences of things around</p>	<ul style="list-style-type: none"> <li>Whole-class discussion on comparing and contrasting</li> <li>Think-Pair-Share on writing the similarities</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>Activity on comparing objects</li> <li>Exercises on science process skills</li> </ul>	<ul style="list-style-type: none"> <li>Appreciation of the importance of comparing and contrasting objects</li> </ul>	<ul style="list-style-type: none"> <li>oranges, ponkans, and <i>kiat-kiat</i></li> <li>pairs of shoes</li> <li>pictures of a hen and a rooster</li> <li>masking tape</li> </ul>

	<p><i>Use the comparison to select the best object</i></p>	<p><b>Critical Thinking and Communication</b></p> <ul style="list-style-type: none"> <li>Determining a basis for comparing things or objects</li> <li>Describing the similarities and differences between objects</li> <li>Comparing and contrasting red and green apples, and the teacher and his/her family members</li> </ul> <p><b>Creativity</b> Finding ways of comparing objects based on observation</p> <p><b>Collaboration</b></p> <ul style="list-style-type: none"> <li>Sharing experiences or task</li> <li>Working with a group to compare objects</li> </ul>	<p>and differences between one's partner</p> <ul style="list-style-type: none"> <li>Picture analysis of a mother holding two shirts</li> <li>Comparing and contrasting</li> </ul>	<ul style="list-style-type: none"> <li>Board work</li> <li>Practice exercises</li> <li>Assignment</li> <li>Seatwork</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>Questions under <i>Express Your Learning</i></li> <li>Teacher-made chapter tests</li> <li>Long tests</li> </ul>	<ul style="list-style-type: none"> <li>Realizing the significance of selecting the best</li> <li>Patience in doing science activities</li> </ul>	<ul style="list-style-type: none"> <li>marker</li> <li>red apple</li> <li>green apple</li> </ul>
<p><b>LESSON 4</b> <i>Measuring</i></p>	<p><i>Measure objects using a ruler</i></p> <p><i>Compare the lengths of objects</i></p> <p><i>Measure other properties such as weight, time, and temperature</i></p>	<p><b>Curiosity</b> Observing things</p> <p><b>Critical Thinking and Numeration</b></p> <ul style="list-style-type: none"> <li>Measuring the length and other properties of objects</li> <li>Comparing the lengths of objects</li> </ul>	<ul style="list-style-type: none"> <li>Think-Pair-Share</li> <li>Whole-class discussion on measuring</li> <li>Deductive approach</li> <li>Task Card</li> <li>Workstations</li> <li>Picture analysis of a dressmaker taking measurements</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>Activity on measuring objects</li> <li>Board work</li> <li>Practice exercises</li> <li>Assignment</li> <li>Seatwork</li> </ul>	<ul style="list-style-type: none"> <li>Attentiveness</li> <li>Realizing the importance of making exact measurements</li> <li>Patience in doing science activities</li> <li>Realizing the importance of the properties of objects</li> </ul>	<ul style="list-style-type: none"> <li>ruler</li> <li>scratch paper</li> <li>pencil</li> <li>kitchen weighing scale</li> <li>crayons</li> <li>lunch box</li> <li>watch or stopwatch</li> <li>digital thermometer</li> </ul>

# CURRICULUM MAP

## Science Experiences 2

	<p><i>Express the correct unit of each measurement</i></p> <p><i>Determine the correct unit of each measurement</i></p>	<ul style="list-style-type: none"> <li>• Determining the correct unit of each measurement</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Expressing the correct unit of each measurement</li> <li>• Recording and sharing the measurements done on one's book and notebook</li> </ul> <p><b>Creativity</b></p> <p>Finding ways of measure objects</p> <p><b>Collaboration</b></p> <ul style="list-style-type: none"> <li>• Sharing experiences or tasks</li> <li>• Working with a group to measure objects</li> </ul> <p><b>Perseverance</b></p> <ul style="list-style-type: none"> <li>• Finding ways to make learning easy</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrating the proper ways of using measuring</li> <li>• Describing the difference between objects tools</li> </ul>	<p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Questions under <i>Express Your Learning</i></li> <li>• Teacher-made Chapter tests</li> <li>• Long tests</li> </ul>		
<p><b>LESSON 5</b> <i>Communicating</i></p>	<p><i>Explain how one tells something</i></p> <p><i>Communicate ideas, observations, and activity results</i></p> <p><i>Use bar graphs to communicate results</i></p>	<p><b>Curiosity</b></p> <p>Observing things and events with great interest</p> <p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>• Using a bar graph to communicate activity results</li> <li>• Conducting a survey</li> </ul>	<ul style="list-style-type: none"> <li>• Think-Pair-Share</li> <li>• Whole-class discussion on communicating information</li> <li>• Deductive Approach</li> <li>• Task Card</li> <li>• Workstations</li> <li>• Collaborative activity on asking questions, recording responses,</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Activity on communicating/ survey results</li> <li>• Board work</li> <li>• Practice exercises</li> <li>• Assignment</li> <li>• Seatwork</li> </ul>	<ul style="list-style-type: none"> <li>• Patience in doing Science activities</li> <li>• Appreciation of the ability to communicate</li> <li>• Realizing the importance of good information</li> <li>• Realizing the importance of the use of bar graphs to</li> </ul>	<ul style="list-style-type: none"> <li>• pencil</li> <li>• crayons</li> </ul>

# CURRICULUM MAP

## Science Experiences 2

	<p><i>Conduct a survey and record the information</i></p>	<ul style="list-style-type: none"> <li>• Interpreting a concept map</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Describing the difference between objects</li> <li>• Sharing ideas, observations, and activity results</li> <li>• Describing illustrations of pupils communicating</li> <li>• Communicating the results of a survey</li> </ul> <p><b>Literacy</b> Recording information</p> <p><b>Collaboration</b></p> <ul style="list-style-type: none"> <li>• Sharing experiences or tasks with others</li> <li>• Working with a group to find the number of children who likes playing particular games</li> </ul> <p><b>Perseverance</b></p> <ul style="list-style-type: none"> <li>• Finding ways to complete a task no matter how difficult</li> </ul>	<p>and communicating results</p> <ul style="list-style-type: none"> <li>• Playing charades about the topic discussed</li> </ul>	<p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Questions under <i>Express Your Learning</i></li> <li>• Teacher-made chapter tests</li> <li>• Long tests</li> <li>• Items under <i>Size Up!</i></li> </ul>	<p>communicate results</p>	
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\*\*There is no corresponding K to 12 Curriculum Guide for grade 1 science, hence, all content standards, performance standards, and learning competencies throughout the CM are add-ons for the level.



### Chapter 2: Observing Matter

<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>How would you describe matter?</li> <li>How is matter different from another kind of matter?</li> <li>How can you properly handle some solids, liquids, and gases?</li> </ul>	<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>Matter is everything around us.</li> <li>There are three phases of matter—solid, liquid, and gas.</li> <li>There are different ways of handling matter properly.</li> </ul>
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Content	DepEd K to 12 Learning Competencies	21 <sup>st</sup> -Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
<b>LESSON 1</b> <i>Properties of Matter</i>	<i>Describe matter</i>  <i>Observe some properties of matter</i>  <i>Tell the use of a material based on its property</i>	<b>Curiosity</b> Using one's hands to determine the mass of things  <b>Critical Thinking</b> <ul style="list-style-type: none"> <li>Examining some properties of given materials</li> <li>Inferring the use of a material based on its property</li> </ul> <b>Numeracy</b> Weighing and comparing the weights of objects  <b>Communication</b> <ul style="list-style-type: none"> <li>Telling the use of a material based on its property</li> <li>Discussing answers to questions</li> </ul>	<ul style="list-style-type: none"> <li>KWL chart</li> <li>Whole-class discussion on the properties of matter</li> <li>Exit Ticket</li> <li>Picture analysis of a living room</li> <li>Brainstorming on the concept of volume</li> <li>Collaborative activity on listing materials used in an activity and their uses</li> </ul>	<b>Formative</b> <ul style="list-style-type: none"> <li>Activities on               <ul style="list-style-type: none"> <li>matter occupying space</li> <li>weighing objects</li> <li>other properties of matter</li> </ul> </li> <li>Board work</li> <li>Practice exercises</li> <li>Assignment</li> <li>Seatwork</li> </ul> <b>Summative</b> <ul style="list-style-type: none"> <li>Questions under <i>Express Your Learning</i></li> <li>Teacher-made chapter tests</li> <li>Long tests</li> </ul>	<ul style="list-style-type: none"> <li>Attentiveness in listening and during classroom activities</li> <li>Cooperativeness and teamwork in group activities</li> <li>Appreciation of the understanding of the composition of matter</li> <li>Appreciation for the importance of body senses in observing that materials have different properties</li> </ul>	<ul style="list-style-type: none"> <li>books</li> <li>pebble</li> <li>glass</li> <li>water</li> <li>eraser</li> <li>kitchen weighing scale</li> <li>colored marble</li> <li>wooden or plastic block</li> <li>body soap</li> <li>eraser</li> <li>boiled egg</li> <li>candy</li> <li>vinegar</li> <li>salt</li> <li>instant coffee</li> <li>peeled garlic</li> <li>baby powder</li> <li>cotton</li> <li>soap bar</li> </ul>

		<p><b>Collaboration</b></p> <ul style="list-style-type: none"> <li>Sharing experiences or tasks with others</li> <li>Working with a group to list materials and their uses</li> </ul> <p><b>Adaptability</b> Making changes after learning new skills by arranging things in their own space at home</p>				
<p><b>LESSON 2</b> <i>Phases of Matter</i></p>	<p><i>Identify the three phases of matter</i></p> <p><i>Tell how the solid phase, the liquid phase, and the gas phase differ from one another</i></p> <p><i>Give examples of the three phases of matter</i></p>	<p><b>Curiosity</b> Showing interest in making observations of pictures of things</p> <p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>Observing the shape and volume of solids and of liquids and gases depending on their containers</li> <li>Differentiate the solid, liquid, and gas phases of matter</li> <li>Think of examples of materials in each phase of matter</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Describing the shape and volume of objects</li> </ul>	<ul style="list-style-type: none"> <li>Focused listening</li> <li>Four sides approach</li> <li>Whole-class discussion on the phases of matter</li> <li>Scaffolding</li> <li>Exit Ticket</li> <li>Picture analysis of different objects</li> <li>Show and Tell activity on pictures showing each phase of matter</li> <li>Use of a graphic organizer to summarize the lesson</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>Activity on phases of matter</li> <li>Board work</li> <li>Practice exercises</li> <li>Assignment</li> <li>Seatwork</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>Questions under <i>Express Your Learning</i></li> <li>Teacher-made chapter tests</li> <li>Long tests</li> </ul>	<ul style="list-style-type: none"> <li>Attentiveness in listening</li> <li>Patience in doing science activities</li> <li>Appreciation of matter in different phases</li> </ul>	<ul style="list-style-type: none"> <li>soap</li> <li>marble</li> <li>water</li> <li>drinking glasses</li> <li>baby formula bottle</li> <li>jar</li> <li>plastic balloon or air bubble solution</li> <li>metal or plastic ring</li> <li>marker</li> </ul>

		<ul style="list-style-type: none"> <li>• Discussing answers to questions</li> <li>• Stating important concepts</li> </ul> <p><b>Collaboration</b> Sharing experiences or tasks with others</p> <p><b>Adaptability</b> Applying acquired knowledge and skills at home</p> <p><b>Persistence</b> Finding ways to make learning easy</p>				
<p><b>LESSON 3</b> <i>Proper Handling of Matter</i></p>	<p><i>Demonstrate how to handle some materials properly</i></p> <p><i>Explain why some materials need to be handled with care</i></p>	<p><b>Curiosity</b> Showing interest in observing things around</p> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Describing the difference between objects</li> <li>• Expressing ideas and answering questions orally</li> </ul> <p><b>Critical Thinking and Creativity</b></p> <ul style="list-style-type: none"> <li>• Finding ways of grouping objects based on observation</li> <li>• Interpreting a concept map</li> </ul>	<ul style="list-style-type: none"> <li>• Think-Pair-Share</li> <li>• Whole-class discussion on proper handling of matter</li> <li>• Four sides approach</li> <li>• Task card</li> <li>• Picture analysis of a kitchen</li> <li>• Use of a cause-and-effect chart on handling liquids</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Activities under <i>Explore Around</i></li> <li>• Board work</li> <li>• Practice exercises</li> <li>• Assignment</li> <li>• Seatwork</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Questions under <i>Express Your Learning</i></li> <li>• Teacher-made chapter tests</li> <li>• Long tests</li> <li>• Items under <i>Size Up!</i></li> </ul>	<ul style="list-style-type: none"> <li>• Recognition of the importance of handling materials properly</li> <li>• Realizing the significance of selecting the best way to handle matter</li> <li>• Patience in doing science activities</li> </ul>	<ul style="list-style-type: none"> <li>• dummies of knives</li> <li>• bolos</li> <li>• forks</li> <li>• hammers</li> <li>• screwdrivers</li> <li>• chinaware</li> <li>• sharp pencils</li> <li>• scissors</li> </ul>

		<p><b>Collaboration</b> Sharing experiences or task with others</p> <p><b>Collaboration and Creativity</b> Demonstrating proper handling of pointed objects through a role-play presentation</p> <p><b>Adaptability</b> Finding applications of learned skills and knowledge at home</p>				
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### Chapter 3: Physical Changes in Matter

<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>How would you know that a change in matter has taken place?</li> <li>Are these changes always permanent? Why?</li> <li>How would you differentiate the different types of changes from each other?</li> </ul>	<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>Matter undergoes changes.</li> <li>There are two kinds of changes in matter—physical and chemical change.</li> </ul>
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Content	DepEd K to 12 Learning Competencies	21 <sup>st</sup> -Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
<p><b>LESSON 1</b> <i>Phase Change</i></p>	<p><i>Tell what a physical change is</i></p> <p><i>Give examples of physical changes</i></p> <p><i>Describe what happens during a phase change</i></p>	<p><b>Curiosity</b> Observing with interest phase changes in matter</p> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Telling what a physical change is</li> </ul>	<ul style="list-style-type: none"> <li>Focused listening</li> <li>Four-Sides approach</li> <li>Whole-class discussion on phase changes</li> <li>Scaffolding</li> <li>Exit ticket</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>Activity on phase changes</li> <li>Board work</li> <li>Practice exercises</li> <li>Assignment</li> <li>Seatwork</li> </ul>	<ul style="list-style-type: none"> <li>Attentiveness in listening and in classroom activities</li> <li>Cooperativeness in doing an activity with a group</li> <li>Being a team player in a group activity</li> </ul>	<ul style="list-style-type: none"> <li>candle</li> <li>match</li> <li>sauce or metal can cover</li> <li>acetone</li> <li>medicine dropper</li> <li>plastic bag of water</li> </ul>

# CURRICULUM MAP

## Science Experiences 2

	<p><i>Give ways by which matter changes phases</i></p> <p><i>Demonstrate how temperature affects phase changes</i></p>	<ul style="list-style-type: none"> <li>• Describing phase changes observed</li> <li>• Giving examples of physical changes</li> <li>• Explaining the ways by which matter changes phases</li> <li>• Expressing ideas and answering questions orally</li> <li>• Sharing activity output</li> </ul> <p><b>Critical Thinking and Creativity</b></p> <ul style="list-style-type: none"> <li>• Determining ways of grouping objects based on their observation</li> <li>• Creating a structure or using popsicle sticks and art materials</li> </ul> <p><b>Collaboration</b></p> <ul style="list-style-type: none"> <li>• Sharing experiences or task with others</li> <li>• Working with a group to create a structure or figure using popsicle sticks</li> </ul> <p><b>Adaptability</b> Finding applications at home of new skills learned</p>	<ul style="list-style-type: none"> <li>• Setting up three stations to show phase change</li> <li>• Picture analysis of children eating ice cream</li> <li>• Activity on phase changes</li> </ul>	<p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Questions under <i>Express Your Learning</i></li> <li>• Teacher-made chapter tests</li> <li>• Long tests</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of the different physical changes in matter</li> <li>• Knowledge that good character remains even if the person changes his or her looks</li> </ul>	<ul style="list-style-type: none"> <li>• picture or sample of melting ice</li> <li>• loaf bread</li> <li>• slice of bread</li> <li>• pictures of a girl putting water in a plastic bag, a girl putting a plastic bag of water inside the freezer, and a girl picking out frozen water in a plastic bag</li> </ul>
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# CURRICULUM MAP

## Science Experiences 2

<p><b>LESSON 2</b> <i>Change in Size and Shape</i></p>	<p><i>Tell what happens when the size or shape of matter is changed</i></p>	<p><b>Curiosity</b> Observing with interest things around</p> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Describing the picture that shows clay being molded into a pot</li> <li>• Telling what happens when the size or shape of matter is changed</li> <li>• Discussing answers to questions</li> </ul> <p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>• Inferring that physical changes are part of daily activities</li> <li>• Forming images using tangram tiles</li> <li>• Interpreting a concept map</li> </ul> <p><b>Collaboration</b> Sharing experiences or working on tasks with others</p> <p><b>Perseverance</b> Finding ways to make learning easy</p> <p><b>Adaptability</b> Learning to apply at home new skills learned</p>	<ul style="list-style-type: none"> <li>• Think-Pair-Share</li> <li>• Class discussion on change in size and shape</li> <li>• Four-Sides approach</li> <li>• Task card</li> <li>• Hands-on activity about physical change</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Activity on kinds of physical changes</li> <li>• Board work</li> <li>• Practice exercises</li> <li>• Assignment</li> <li>• Seatwork</li> <li>• Exercises on phase changes</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Questions under <i>Express Your Learning</i></li> <li>• Teacher-made chapter tests</li> <li>• Long tests</li> <li>• Items under <i>Size Up!</i></li> </ul>	<ul style="list-style-type: none"> <li>• Attentiveness in listening</li> <li>• Patience in doing science activities</li> <li>• Appreciation of chemical changes in matter in everyday living</li> </ul>	<ul style="list-style-type: none"> <li>• modelling clay</li> <li>• pair of scissors</li> <li>• Graham crackers</li> </ul>
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### 2nd Quarter

<b>Unit 2: Living Things and Their Environment</b>		<b>Time Frame: 42 days</b>	
<b>Content Standards</b>	The learners demonstrate understanding of . . . <ul style="list-style-type: none"> <li>body parts and function of each part;</li> <li>care for the body;</li> <li>basic needs of man to live;</li> <li>characteristics of animals;</li> <li>similarities and differences among animals;</li> <li>needs of animals;</li> <li>things animals give us;</li> <li>plants and its parts;</li> <li>needs of plants in order to grow; and</li> <li>ways of caring for the plants.</li> </ul>	<b>Performance Standards</b>	The learner should be able to . . . <ul style="list-style-type: none"> <li>point correctly at his/her body parts;</li> <li>do an action that will show body parts working together;</li> <li>practices care for the body to make it healthy and fit;</li> <li>classify animals that are alike;</li> <li>show care for animals;</li> <li>provide the needs of some animals;</li> <li>point at the parts of plants;</li> <li>explain the use of the body parts of plants; and</li> <li>practice caring for plants.</li> </ul>

<b>Chapter 4: Your Body</b>			
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>How do your body and its different parts work together?</li> <li>What takes place in your body as you grow older?</li> <li>How do you take care of your body to keep it well and healthy?</li> </ul>	<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>A human's body has different parts and functions.</li> <li>There are different ways to keep the body well and healthy.</li> </ul>

Content	DepEd K to 12 Learning Competencies	21 <sup>st</sup> -Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
<b>LESSON 1</b> <i>Parts of the Body</i>	<i>Name the external parts of the body</i>	<b>Curiosity</b> Observing things around with interest	<ul style="list-style-type: none"> <li>KWL chart</li> <li>Class discussion on the parts of the body</li> <li>Exit ticket</li> </ul>	<b>Formative</b> <ul style="list-style-type: none"> <li>Activity about body parts</li> <li>Board work</li> <li>Practice exercises</li> </ul>	<ul style="list-style-type: none"> <li>Attentiveness in listening and in doing classroom activities</li> </ul>	<ul style="list-style-type: none"> <li>manila paper</li> <li>permanent marker</li> </ul>

# CURRICULUM MAP

## Science Experiences 2

	<p><i>Explain the use and importance of each body part</i></p> <p><i>Label the body parts</i></p>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Naming the different parts of the body and telling their functions</li> <li>• Describe how body parts work together</li> <li>• Discussing answers to questions</li> <li>• Showing and explaining activity output</li> </ul> <p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>• Examining ways by which the different parts of the body coordinate to do things</li> <li>• Labelling the body parts</li> </ul> <p><b>Creativity</b> Making an album of body parts using magazines and art materials</p> <p><b>Collaboration</b></p> <ul style="list-style-type: none"> <li>• Sharing experiences or doing a task with others</li> <li>• Working with a partner to do an activity about body parts</li> </ul>	<ul style="list-style-type: none"> <li>• Game of Stop dance and naming the body parts involved when playing the game</li> <li>• Activity on body parts and their functions</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• Seatwork</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Questions under <i>Express Your Learning</i></li> <li>• Teacher-made chapter tests</li> <li>• Long tests</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperativeness and teamwork in doing an activity with a group</li> <li>• Appreciation for and giving value to the different body parts and their uses</li> </ul>	
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		<p><b>Adaptability</b> Applying new skills in caring for one's body</p>				
<p><b>LESSON 2</b> <i>Care for Your Body</i></p>	<p><i>Tell how to care for the body parts</i></p> <p><i>Practice care for your body parts</i></p> <p><i>Practice care to make one healthy and fit</i></p>	<p><b>Curiosity</b> Showing interest while observing things around</p> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Identifying the different body parts and telling their different functions</li> <li>Sharing one's regular practices of taking care of oneself</li> </ul> <p><b>Critical Thinking and Creativity</b> Examining ways by which the different parts of the body coordinate to do things</p> <p><b>Collaboration</b> Sharing experiences or task with others</p> <p><b>Adaptability</b> Applying skills in caring for one's body</p>	<ul style="list-style-type: none"> <li>Video and film presentations</li> <li>Think-Pair-Share</li> <li>Whole-class discussion on healthful habits</li> <li>Four sides approach</li> <li>Picture analysis of a healthy child and a sickly child</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>Activity under <i>Explore Around</i></li> <li>Board work</li> <li>Practice exercises</li> <li>Assignment</li> <li>Seatwork</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>Questions under <i>Express Your Learning</i></li> <li>Teacher-made chapter tests</li> <li>Long tests</li> </ul>	<ul style="list-style-type: none"> <li>Appreciating the importance of caring for one's body</li> <li>Practicing healthful ways of caring for one's body</li> </ul>	<ul style="list-style-type: none"> <li>picture of a healthy child</li> <li>picture of a sickly child</li> </ul>
<p><b>LESSON 3</b> <i>Your Basic Needs</i></p>	<p><i>Tell the basic needs of people</i></p> <p><i>Classify the basic needs of people</i></p>	<p><b>Curiosity</b> Showing interest when observing things</p> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Identifying the different body parts</li> </ul>	<ul style="list-style-type: none"> <li>Think-Pair-Share</li> <li>Class discussion on basic needs of humans</li> <li>Four Sides approach</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>Activity on basic needs</li> <li>Board work</li> <li>Practice exercises</li> <li>Assignment</li> </ul>	<ul style="list-style-type: none"> <li>Attentiveness in class activities</li> <li>Appreciation for and giving value to the basic needs of people</li> </ul>	<ul style="list-style-type: none"> <li>logbook</li> <li>pencil</li> <li>pictures of a soda bottle, house, pair of socks, slippers, apple, carrots,</li> </ul>

# CURRICULUM MAP

## Science Experiences 2

	<p><i>Explain the importance of each basic need</i></p>	<p>and telling their different functions</p> <ul style="list-style-type: none"> <li>• Expressing ideas and answering questions</li> </ul> <p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>• Analyzing the different basic needs of humans</li> <li>• Classifying the basic needs of people</li> <li>• Examining ways by which the different parts of the body coordinate to do things</li> <li>• Interpreting a concept map</li> </ul> <p><b>Critical Thinking, Creativity, and Communication</b></p> <ul style="list-style-type: none"> <li>• Interviewing other families about their needs and activities</li> <li>• Doing a Show and Tell of one's interpretation of the body's needs</li> </ul> <p><b>Creativity</b></p> <ul style="list-style-type: none"> <li>• Drawing one's interpretation of the needs of the body</li> </ul>	<ul style="list-style-type: none"> <li>• Task Card</li> <li>• Picture analysis of different things and identifying whether they are needed or not</li> <li>• Conducting an investigative activity on activities and needs of people</li> <li>• Show and Tell of one's interpretation of the needs of the body</li> </ul>	<ul style="list-style-type: none"> <li>• Seatwork</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Questions under <i>Express Your Learning</i></li> <li>• Teacher-made chapter tests</li> <li>• Long tests</li> <li>• Items under <i>Size Up!</i></li> </ul>		<p>broccoli, rice, chicken, meat, blanket, child using a jump rope, child playing with a toy, child watching TV</p>
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		<p><b>Collaboration</b></p> <ul style="list-style-type: none"> <li>Sharing experiences or doing tasks with others</li> <li>Doing an interview and a survey about needs with the guidance of one's parents</li> </ul> <p><b>Adaptability</b> Applying skills learned about caring for one's body</p> <p><b>Perseverance</b> Finding ways to learn easily</p>				
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### Chapter 5: Animals

<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>In what ways are different animals similar?</li> <li>How are animals grouped together?</li> <li>What will happen to animals if their most important needs are not given to them?</li> <li>Why are animals important to us?</li> </ul>	<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>Animals have differences and similarities.</li> <li>Animals have needs.</li> <li>Animals provide humans with many things.</li> <li>There are many ways to take care of animals.</li> </ul>
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Content	DepEd K to 12 Learning Competencies	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
<b>LESSON 1</b> <i>Animals are Alike but Also Different</i>	<i>Recognize some animals</i>	<b>Curiosity</b> Observing with interest the animals around	<ul style="list-style-type: none"> <li>Whole-class discussion on similarities and differences of animals</li> </ul>	<b>Formative</b> <ul style="list-style-type: none"> <li>Activity on similarities and differences among animals</li> </ul>	<ul style="list-style-type: none"> <li>Attentiveness in listening and in doing classroom activities</li> </ul>	<ul style="list-style-type: none"> <li>notebook</li> <li>pencil</li> <li>pictures of animals such as ants, carabaos, lizards,</li> </ul>

	<p><i>Identify some common characteristics of animals</i></p> <p><i>Compare the traits of some common animals</i></p> <p><i>Tell how some animals are alike</i></p> <p><i>Tell how some animals are different</i></p>	<p><b>Critical Thinking</b> Determining the similarities and differences among animals</p> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Discussing about the similarities and differences among animals</li> <li>• Sharing and explaining activity output</li> </ul> <p><b>Collaboration</b></p> <ul style="list-style-type: none"> <li>• Sharing experiences and doing tasks with others</li> <li>• Working with a group to classify animals based on their similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>• Investigations on characteristics of animals in the house or community</li> <li>• Venn diagram of similarities and differences between two animals</li> <li>• Use of a graphic organizer to summarize the lesson</li> <li>• Collaborative activity on listing animals and their similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>• Board work</li> <li>• Practice exercises</li> <li>• Assignment</li> <li>• Seatwork</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Questions under <i>Express Your Learning</i></li> <li>• Teacher-made chapter tests</li> <li>• Long tests</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperativeness in doing an activity with the group</li> <li>• Consideration to the differences and similarities among animals</li> </ul>	<p>flies, ducks, milkfish, and monkeys</p>
<p><b>LESSON 2</b> <i>Animals and Their Needs</i></p>	<p><i>Identify the needs of animals</i> <i>Enumerate the needs of animals</i></p> <p><i>Describe each need of animals</i></p> <p><i>Differentiate the classification of food animals eat</i></p>	<p><b>Curiosity</b> Observing with interest the animals around</p> <p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>• Identifying animals by the food they eat</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Enumerating the needs of animals</li> <li>• Describing the needs of animals</li> </ul>	<ul style="list-style-type: none"> <li>• Video/film presentation about needs of an animal</li> <li>• Show and Tell</li> <li>• Class discussion on animals and their needs</li> <li>• Think-Pair-Share on describing an animal</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Activity about shelters of some animals</li> <li>• Board work</li> <li>• Practice exercises</li> <li>• Assignment</li> <li>• Seatwork</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Questions under <i>Express Your Learning</i></li> </ul>	<ul style="list-style-type: none"> <li>• Attentiveness in listening and in doing classroom activities</li> <li>• Active and harmonious participation and teamwork in doing an activity with the group</li> <li>• Appreciating the animals in one's surroundings</li> </ul>	<ul style="list-style-type: none"> <li>• animals such as snail, lizard, dog, fish in an aquarium, ants, cockroach, cat, worm, bird, butterfly, beetle, fly</li> <li>• video about needs of animals</li> <li>• LCD projector</li> <li>• computer with internet connection</li> </ul>

# CURRICULUM MAP

## Science Experiences 2

	<i>Recognize some animals</i>	<ul style="list-style-type: none"> <li>Expressing ideas and discussing answers to questions</li> </ul> <p><b>Collaboration and Communication</b></p> <ul style="list-style-type: none"> <li>Sharing experiences and doing tasks with others</li> <li>With a partner, thinking about and describing an animal</li> <li>Sharing to the class the important needs of an animal</li> </ul> <p><b>Environmental Awareness</b></p> <ul style="list-style-type: none"> <li>Applying knowledge in providing for the needs of animals</li> <li>Being concerned about animal welfare</li> </ul> <p><b>Perseverance</b></p> <ul style="list-style-type: none"> <li>Finding ways to keep on learning in fun and easy ways</li> </ul>		<ul style="list-style-type: none"> <li>Teacher-made chapter tests</li> <li>Long tests</li> </ul>	<ul style="list-style-type: none"> <li>Care and concern for animals by providing their needs</li> </ul>	
<b>LESSON 3</b> <i>Things Animals Give You</i>	<p><i>Tell what animals give you</i></p> <p><i>Give specific benefits we get from animals</i></p>	<p><b>Curiosity</b> Being interested in observing the animals around</p> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Telling the likeness and differences of animals</li> </ul>	<ul style="list-style-type: none"> <li>Video and film presentation</li> <li>Mind mapping</li> <li>Show and Tell of drawings of best things people get from animals</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>Activity under Explore Around</li> <li>Board work</li> <li>Practice exercises</li> <li>Assignment</li> <li>Seatwork</li> </ul>	<ul style="list-style-type: none"> <li>Attentiveness in class</li> <li>Practicing teamwork in doing a group activity</li> <li>Appreciating what animals can give</li> <li>Realizing the importance of</li> </ul>	<p>pictures of a cow, chicken, pig, fish, fried chicken, eggs, milk, butter, bread, cheese, pork chop, pork ribs, beef, fried fish, dried fish, fish sauce</p>

# CURRICULUM MAP

## Science Experiences 2

		<ul style="list-style-type: none"> <li>• Discussing answers</li> <li>• Sharing about one's favorite food</li> </ul> <p><b>Collaboration</b></p> <ul style="list-style-type: none"> <li>• Sharing experiences and doing tasks with others</li> <li>• Working with a group to match the pictures of food with the pictures of animals that provide them</li> </ul> <p><b>Perseverance</b> Finding ways to learn easily</p>	<ul style="list-style-type: none"> <li>• Class discussion on things that animals give to people</li> <li>• Picture analysis of a family eating</li> <li>• Playing a guessing game about what animals can give</li> </ul>	<p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Questions under <i>Express Your Learning</i></li> <li>• Teacher-made chapter tests</li> <li>• Long tests</li> </ul>	<p>animals in providing things people need</p>	
<p><b>LESSON 4</b> <i>Care for Animals</i></p>	<p><i>Tell why you should care for animals</i></p> <p><i>Describe ways of caring for animals</i></p>	<p><b>Curiosity</b> Observing with interest the animals in the surroundings</p> <p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>• Inferring why animals need care</li> <li>• Examine ways by which animals can be given care</li> <li>• Interpreting a concept map</li> </ul> <p><b>Literacy</b> Writing findings in an interview and survey</p>	<ul style="list-style-type: none"> <li>• Video and film presentation</li> <li>• Hands-on activities</li> <li>• Show and Tell</li> <li>• Class discussion on care for animals</li> <li>• Poem about a girl and her pets</li> <li>• Picture analysis of animals</li> <li>• Think-Pair-Share on demonstrating proper ways of caring for animals</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Activity under <i>Explore Around</i></li> <li>• Board work</li> <li>• Practice exercises</li> <li>• Assignment</li> <li>• Seatwork</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Questions under <i>Express Your Learning</i></li> <li>• Teacher-made chapter tests</li> <li>• Long tests</li> <li>• Items under <i>Size Up!</i></li> </ul>	<ul style="list-style-type: none"> <li>• Attentiveness in listening and in classroom activities</li> <li>• Cooperativeness in doing an activity with the group</li> <li>• Realizing that animals need to be given care</li> <li>• Practicing ways of caring for animals</li> </ul>	<p>stuffed toy animals</p>

# CURRICULUM MAP

## *Science Experiences 2*

		<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>● Explaining why animals need care</li> <li>● Discussing answers to questions</li> <li>● Talking about what animals need</li> <li>● Sharing activity results in class</li> </ul> <p><b>Collaboration</b></p> <ul style="list-style-type: none"> <li>● Sharing experiences and doing tasks with others</li> <li>● Demonstrating with a partner the proper ways of caring for animals</li> </ul> <p><b>Environmental Awareness</b></p> <ul style="list-style-type: none"> <li>● Applying knowledge learned in caring for animals</li> <li>● Being concerned about animal welfare</li> <li>● Keeping clean the environment where animals live</li> </ul>			
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### Chapter 6: Plants

<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>How important are the parts of a plant to you?</li> <li>Do you somehow help in growing plants? In what way?</li> <li>How do you care for the plants you have at home or in your farm?</li> </ul>	<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>Plants have different parts.</li> <li>Each part has a role to make a plant grow.</li> <li>Plants have different needs.</li> <li>People should take care of plants.</li> </ul>
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Content	DepEd K to 12 Learning Competencies	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
<b>LESSON 1</b> <i>Plants and Their Parts</i>	<i>Identify the common parts of a plant</i>  <i>Describe how each part of a plant works</i>	<b>Curiosity</b> Observing with interest the plants in one's surroundings  <b>Critical Thinking</b> Examining how each part of a plant works  <b>Communication</b> <ul style="list-style-type: none"> <li>Explaining how each part of a plant works</li> <li>Telling what the parts of a plant are and how they differ from one plant to another</li> <li>Discussing answers to questions</li> <li>Sharing information and observations on different plants</li> <li>Presenting activity output</li> </ul>	<ul style="list-style-type: none"> <li>KWL Chart</li> <li>Class discussion on plants and their parts</li> <li>Exit Ticket</li> <li>Conducting investigative activities on plant parts</li> <li>Tour around the school garden to observe plants</li> <li>Using a graphic organizer to summarize the lesson</li> <li>Drawing the different parts of plants and writing the uses of each part</li> </ul>	<b>Formative</b> <ul style="list-style-type: none"> <li>Activities on               <ul style="list-style-type: none"> <li>comparing plants</li> <li>the function of stems</li> </ul> </li> <li>Board work</li> <li>Practice exercises</li> <li>Assignment</li> <li>Seatwork</li> </ul> <b>Summative</b> <ul style="list-style-type: none"> <li>Questions under <i>Express Your Learning</i></li> <li>Teacher-made chapter tests</li> <li>Long tests</li> </ul>	<ul style="list-style-type: none"> <li>Appreciation of the importance of plants</li> <li>Attentiveness in listening and in classroom activities</li> <li>Harmonious participation in doing an activity with a group</li> <li>Recognizing the importance of each part of the plant</li> </ul>	<ul style="list-style-type: none"> <li>real pictures of corn, pine tree, taro, and rose</li> <li>pencil</li> <li>celery stalk with leaves</li> <li>red or blue food coloring</li> <li>glass/jar of water</li> <li>magnifying glass</li> </ul>



		<p><b>Collaboration</b> Sharing experiences and doing tasks with others</p> <p><b>Creativity</b> Drawing the parts of a plant</p>				
<p><b>LESSON 2</b> <i>Needs of Plants</i></p>	<p><i>Investigate the needs of variety of different parts</i></p> <p><i>Tell what plants need to grow</i></p> <p><i>Explain why the needs of plants should be met for them to grow</i></p>	<p><b>Curiosity</b></p> <ul style="list-style-type: none"> <li>Observing with interest the plants around</li> <li>Planting mongo seeds and observing their growth</li> </ul> <p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>Investigating the needs of plants</li> <li>Generalizing what plants need in order for them to grow</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Telling what plants need for growth</li> <li>Explaining why the needs of plants should be met in order for them to grow</li> <li>Discussing answers</li> <li>Sharing one's observations on plants</li> </ul>	<ul style="list-style-type: none"> <li>Investigations</li> <li>Hands-on activities</li> <li>Class discussion on needs of plants</li> <li>Picture analysis of a healthy plant and a withered plant</li> <li>Planting mongo seeds and observing their growth</li> <li>Tour of the school garden</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>Activity on the needs of plants</li> <li>Board work</li> <li>Practice exercises</li> <li>Assignment</li> <li>Seatwork</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>Questions under <i>Express Your Learning</i></li> <li>Teacher-made chapter tests</li> <li>Long tests</li> </ul>	<ul style="list-style-type: none"> <li>Attentiveness in listening and during classroom activities</li> <li>Cooperativeness and teamwork in doing an activity with a group</li> <li>Giving importance to the needs of plants</li> <li>Realizing that plants have needs to grow</li> </ul>	<ul style="list-style-type: none"> <li>paper cups</li> <li>mongo seeds</li> <li>water</li> <li>soil</li> <li>nail</li> <li>pencil</li> <li>marker</li> <li>shoe box</li> <li>withered plant</li> <li>healthy plant</li> </ul>

		<p><b>Collaboration</b></p> <ul style="list-style-type: none"> <li>Sharing experiences and doing tasks with others</li> <li>Doing a group presentation of the ways to take care of plants</li> </ul> <p><b>Perseverance</b> Finding ways to make learning fun and easy</p>				
<p><b>LESSON 3</b> <i>Care for Plants</i></p>	<p><i>Show how you can care for the plants around you</i></p>	<p><b>Curiosity</b> Observing to learn about the plants in the surroundings</p> <p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>Inferring the importance of caring for plants</li> <li>Interpreting a concept map</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Giving ways to help plants to live and stay healthy</li> <li>Sharing activity result</li> <li>Discussing answers to questions</li> </ul> <p><b>Collaboration</b></p> <ul style="list-style-type: none"> <li>Share experiences and task with others</li> <li>Discussing with a partner some ways</li> </ul>	<ul style="list-style-type: none"> <li>Think-Pair-Share on ways of caring for plants in the school garden</li> <li>Class discussion on care for plants</li> <li>Hands-on activities</li> <li>Picture analysis of a family taking care of plants</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>Activity under <i>Explore Around</i></li> <li>Board work</li> <li>Practice exercises</li> <li>Assignment</li> <li>Seatwork</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>Questions under <i>Express Your Learning</i></li> <li>Teacher-made chapter tests</li> <li>Long tests</li> <li>Items under <i>Size Up!</i></li> </ul>	<ul style="list-style-type: none"> <li>Being concerned in taking care of the plants</li> <li>Attentiveness in listening and during classroom activities</li> <li>Cooperation and teamwork in doing an activity with a group</li> <li>Concern in taking care of plants</li> <li>Realizing the importance of taking care of plants</li> </ul>	<p>pictures in the worktext</p>

		<ul style="list-style-type: none"> <li>to care for plants</li> <li>• Role-playing ways of taking care of plants</li> </ul> <p><b>Perseverance</b> Making learning fun and easy</p>				
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### 3rd Quarter

<b>Unit 3: Force, Motion, and Energy</b>		<b>Time Frame:</b> 23 days	
<b>Content Standards</b>	<p>The learners demonstrate understanding of...</p> <ul style="list-style-type: none"> <li>• forces that move objects;</li> <li>• different forms of energy;</li> <li>• importance of the different forms of energy; and</li> <li>• different sources of the different forms of energy.</li> </ul>	<b>Performance Standards</b>	<p>The learner should be able to ...</p> <ul style="list-style-type: none"> <li>• apply force to do work;</li> <li>• practice care in moving around;</li> <li>• practice safe and wise use energy;</li> <li>• use wisely some forms of energy; and</li> <li>• demonstrate how some forms of energy are produced.</li> </ul>

<b>Chapter 7: Investigating Force and Motion</b>			
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What is force?</li> <li>• Why do you have to know about forces around you?</li> <li>• What do you think are the effects of forces on you?</li> <li>• How do you know that an object has moved?</li> </ul>	<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• Force is applied on an object to make it move.</li> <li>• Different forces have different effects.</li> <li>• Motion is when an object moves from its reference point.</li> </ul>

Content	DepEd K to 12 Learning Competencies	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
<p><b>LESSON 1</b> <i>Forces that Move Objects</i></p>	<p><i>Tell the difference between a push and a pull</i></p> <p><i>Observe the effects of force</i></p> <p><i>Show examples of the effects of force</i></p> <p><i>Identify the different kinds of forces</i></p>	<p><b>Curiosity</b> Discovering how an object moves when force is applied on it</p> <p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>• Inferring how forces affect objects</li> <li>• Identifying the different kinds of forces</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Telling the difference between a push and a pull</li> <li>• Explaining how forces change the motion of an object</li> <li>• Giving examples of the good and bad effects of force</li> <li>• Discussing answers to questions</li> <li>• Describing what and how one felt when playing tug-of-war</li> </ul> <p><b>Collaboration</b></p> <ul style="list-style-type: none"> <li>• Sharing experiences and doing a task with others</li> <li>• Playing tug-of-war to apply and experience force</li> </ul>	<ul style="list-style-type: none"> <li>• KWL chart</li> <li>• Investigation on what moves objects</li> <li>• Hands-on activities on different forces that make objects move</li> <li>• Class discussion on forces</li> <li>• Tug-of-war game</li> <li>• Picture analysis of children doing some activities</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Activity on forces and motion</li> <li>• Board work</li> <li>• Practice exercises</li> <li>• Assignment</li> <li>• Seatwork</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Questions under <i>Express Your Learning</i></li> <li>• Teacher-made chapter tests</li> <li>• Long tests</li> </ul>	<ul style="list-style-type: none"> <li>• Attentiveness in listening and in classroom activities</li> <li>• Realizing the importance of force in daily life activities</li> <li>• Cooperation and teamwork in doing group activities</li> </ul>	<ul style="list-style-type: none"> <li>• strip of paper</li> <li>• ruler</li> <li>• basin</li> <li>• glass of water</li> <li>• small leaf</li> <li>• one-peso coin</li> <li>• magnet</li> <li>• matchbox car</li> <li>• small ball</li> <li>• poster or watercolor paint</li> <li>• Oslo paper</li> <li>• drinking straws</li> <li>• transparent cups</li> </ul>

		<p><b>Creativity</b></p> <ul style="list-style-type: none"> <li>• Creating model diagrams</li> <li>• Creating a paper windmill</li> <li>• Doing a blow painting</li> </ul>				
<p><b>LESSON 2</b> <i>Motion</i></p>	<p><i>Tell when an object moves</i></p> <p><i>Describe how an object moves</i></p> <p><i>Tell what a reference point is</i></p>	<p><b>Curiosity</b></p> <ul style="list-style-type: none"> <li>• Observing how pushes and pulls change the motion of an object</li> <li>• Determine if things around the classroom can be moved</li> </ul> <p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>• Inferring how forces will affect an object</li> <li>• Examining how forces change the motion of an object</li> <li>• Inferring the meaning of a reference point</li> <li>• Interpreting a concept map</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Describe how an object moves</li> <li>• Discussing and explaining answers</li> </ul> <p><b>Collaboration</b></p> <ul style="list-style-type: none"> <li>• Sharing experiences and task with others</li> <li>• Working with a partner to move</li> </ul>	<ul style="list-style-type: none"> <li>• Learning teams</li> <li>• Playing stop dance</li> <li>• Picture analysis of a parked car and a car running</li> <li>• Discussion of motion</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Activity under <i>Explore Around</i></li> <li>• Board work</li> <li>• Practice exercises</li> <li>• Assignment</li> <li>• Seatwork</li> <li>• Telling if things around the classroom can be moved</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Questions under <i>Express Your Learning</i></li> <li>• Teacher-made chapter tests</li> <li>• Long tests</li> <li>• Items under <i>Size Up!</i></li> </ul>	<ul style="list-style-type: none"> <li>• Being an attentive listener</li> <li>• Attentiveness to classroom activities</li> <li>• Participating harmoniously in doing an activity with a group</li> <li>• Respectfulness in asking other people when moving objects that need great force and thanking them afterward</li> <li>• Appreciating understanding of the effects of movements made by different objects</li> </ul>	<p>marbles</p>

		<p style="text-align: center;">objects from a reference point</p> <p><b>Creativity</b> Creating model diagrams</p> <p><b>Perseverance</b> Making learning fun and easy</p>			
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### Chapter 8: Describing Some Forms of Energy

<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>Why do we have to know light, heat, and sound energy?</li> <li>What are the sources of each kind of energy?</li> <li>What are the safe and wise uses of light, heat, and sound energy?</li> </ul>	<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>Energy has many forms such as heat, light, and sound.</li> <li>Sources of energy could be natural or artificial.</li> </ul>
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Content	DepEd K to 12 Learning Competencies	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
<p><b>LESSON 1</b> <i>Light and Heat Energy</i></p>	<p><i>Tell the importance of light energy</i></p> <p><i>Identify natural and artificial sources of light and heat energy</i></p>	<p><b>Curiosity</b> Observing with interest</p> <ul style="list-style-type: none"> <li>○ the everyday forms of light and heat energy</li> <li>○ the effects of the heat and light from the sun on objects</li> </ul> <p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>Differentiating natural and artificial sources of light and heat energy</li> </ul>	<ul style="list-style-type: none"> <li>KWL chart</li> <li>Investigations on how light and heat work</li> <li>Hands-on activities</li> <li>Class discussion on light and heat</li> <li>Going outside the classroom to observe and feel the sun's effects</li> <li>Picture analysis of a forest where the</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>Activity on how heat and light affect objects</li> <li>Board work</li> <li>Practice exercises</li> <li>Assignment</li> <li>Seatwork</li> <li>Drawing different sources of light</li> </ul>	<ul style="list-style-type: none"> <li>Attentiveness in listening and in listener and during classroom activities</li> <li>Cooperation and teamwork in doing an activity with a group</li> <li>Realizing and appreciating the importance of light energy and heat energy</li> </ul>	<ul style="list-style-type: none"> <li>saucers</li> <li>teaspoon</li> <li>butter</li> <li>rubbing alcohol</li> <li>sheets of pad paper</li> <li>magnifying lens</li> </ul>

# CURRICULUM MAP

## Science Experiences 2

		<ul style="list-style-type: none"> <li>Analyze how the sun is a powerful source of heat and light</li> <li>Examine which body senses help see everything when the sun is out, and which help one feel the heat of the sun</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Describe the different forms of energy</li> <li>Tell which senses detect light energy and heat energy</li> <li>Explaining the importance of light and heat energy in everyday life</li> <li>Telling what the sun's light and heat can do</li> <li>Describing the different sources of artificial light</li> <li>Presenting drawings of different sources of light</li> <li>Describing how to use artificial sources of energy wisely</li> </ul> <p><b>Collaboration</b> Sharing experiences and tasks with others</p>	<p>sun's rays are shining through</p> <ul style="list-style-type: none"> <li>Show and Tell of drawings of different sources of light</li> </ul>	<p><b>Summative</b></p> <ul style="list-style-type: none"> <li>Questions under <i>Express Your Learning</i></li> <li>Teacher-made chapter tests</li> <li>Long tests</li> </ul>		
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		<p><b>Creativity</b></p> <ul style="list-style-type: none"> <li>• Illustrating how energy changes things and its importance in everyday life.</li> <li>• Drawing different sources of light</li> </ul>				
<p><b>LESSON 2</b> Sound Energy</p>	<p><i>Tell what sound is</i></p> <p><i>Identify the sources of sound</i></p> <p><i>Describe how sound is formed</i></p> <p><i>Recognize the different kinds of sounds</i></p>	<p><b>Curiosity</b> Observing different forms of sound energy in everyday life</p> <p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>• Identifying the sources of sound</li> <li>• Examining how sound is formed</li> <li>• Recognizing the different kinds of sounds</li> <li>• Interpreting a concept map</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Telling the significance of sound energy in everyday life</li> <li>• Describing how sound is formed</li> <li>• Explaining answers</li> </ul> <p><b>Collaboration</b></p> <ul style="list-style-type: none"> <li>• Sharing experiences and</li> </ul>	<ul style="list-style-type: none"> <li>• KWL chart</li> <li>• Think-Pair-Share on different kinds of sounds heard every day and their sources</li> <li>• Whole-class discussion on sound energy</li> <li>• Hands-on activities on sources and properties of sound</li> <li>• Going outside the classroom to listen to and describe different sounds</li> <li>• Picture analysis of children with a tablet, girl watching TV, and dog barking</li> <li>• Collaborative activity on drawing and describing sources of sound</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Activities on <ul style="list-style-type: none"> <li>○ where sounds come from</li> <li>○ describing sounds</li> </ul> </li> <li>• Board work</li> <li>• Practice exercises</li> <li>• Assignment</li> <li>• Seatwork</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Questions under <i>Express Your Learning</i></li> <li>• Teacher-made chapter tests</li> <li>• Long tests</li> <li>• Items in <i>Size Up!</i></li> </ul>	<ul style="list-style-type: none"> <li>• Attentiveness</li> <li>• Patience in doing science activities</li> <li>• Appreciation of the importance of sounds in everyday life</li> </ul>	<ul style="list-style-type: none"> <li>• manila paper</li> <li>• crayons</li> <li>• ruler</li> <li>• can</li> <li>• stick</li> <li>• rubber band</li> <li>• pad paper</li> <li>• casserole lids</li> <li>• spoons</li> <li>• barbecue sticks</li> <li>• ball</li> <li>• whistle</li> <li>• flute</li> </ul>



# CURRICULUM MAP

## *Science Experiences 2*

		<p>doing tasks with others</p> <ul style="list-style-type: none"> <li>● Working with a group to draw or describe where sounds they hear are coming from</li> <li>● Working with a pair to share about different kinds of sounds heard every day and their sources</li> </ul> <p><b>Creativity</b></p> <ul style="list-style-type: none"> <li>● Illustrating how energy changes things and how it is important in everyday life</li> <li>● Making a musical instrument using indigenous or readily available materials</li> </ul> <p><b>Perseverance</b> Finding ways to make learning fun and easy</p>			
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### 4th Quarter

Unit 4: <i>The Earth You Live In</i>		Time Frame: 47 days	
<b>Content Standards</b>	The learners demonstrate understanding of... <ul style="list-style-type: none"> <li>parts of the Earth;</li> <li>thing we get from Earth;</li> <li>things happening on Earth;</li> <li>care for the Earth;</li> <li>day to day weather;</li> <li>weather and what people do;</li> <li>staying healthy during different weather condition; and</li> <li>the objects in the sky at daytime and nighttime.</li> </ul>	<b>Performance Standards</b>	The learners should be able to... <ul style="list-style-type: none"> <li>observe the different landforms and water forms;</li> <li>make a simple pictograph comparing heights of mountains;</li> <li>make slogan on saving our Earth;</li> <li>exhibit caring for the Earth;</li> <li>observe the weather for a week;</li> <li>make outfits or dresses appropriate for a certain weather condition; and</li> <li>observe objects that can be seen in the sky at daytime and nighttime.</li> </ul>

Chapter 9: <i>Exploring the Earth</i>			
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>Why do you have to know the different parts of the Earth?</li> <li>What are the things Earth gives people?</li> <li>How are you part in the bad things happening on Earth?</li> <li>Why should you take care of the Earth?</li> </ul>	<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>Earth is composed of different parts.</li> <li>The Earth gives us many things.</li> <li>Some of man's activities have bad effects on Earth.</li> <li>There are many ways by which we can help restore Earth to its natural condition.</li> </ul>

Content	DepEd K to 12 Learning Competencies	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
<b>LESSON 1</b> <i>Parts of the Earth</i>	<i>Identify the landforms and water forms of the Earth</i>	<b>Curiosity</b> Taking interest in observing things about the Earth	<ul style="list-style-type: none"> <li>KWL chart</li> <li>Think-Pair-Share</li> <li>Class discussion on the parts of the Earth</li> </ul>	<b>Formative</b> <ul style="list-style-type: none"> <li>Activities on               <ul style="list-style-type: none"> <li>comparing different highlands in the country</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Appreciating the different land and water parts in the Philippines and in other places of the Earth</li> </ul>	<ul style="list-style-type: none"> <li>crayons</li> <li>ruler</li> <li>pencil</li> <li>map of Camiguin Island</li> </ul>

	<p><i>Describe the different landforms and water forms of the Earth</i></p> <p><i>Compare the following:</i></p> <ul style="list-style-type: none"> <li>• <i>mountain and hill</i></li> <li>• <i>plain and valley</i></li> <li>• <i>ocean and sea</i></li> <li>• <i>lake and pond</i></li> <li>• <i>river and stream</i></li> <li>• <i>bay and gulf</i></li> <li>• <i>waterfall and spring</i></li> </ul>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Describing the different landforms and water forms on Earth</li> <li>• Sharing ideas about Earth</li> <li>• Describing the conditions of the ground in the city or in the province</li> <li>• Sharing experiences during a visit to a landform and a water form</li> </ul> <p><b>Collaboration</b> Sharing experiences and doing a task with others</p> <p><b>Social and Cultural Awareness</b></p> <ul style="list-style-type: none"> <li>• Being aware of how to take care of the place we live in and make others aware of caring for it also</li> <li>• Being aware of some famous landforms and water forms in the Philippines</li> </ul>	<ul style="list-style-type: none"> <li>• Investigative activities on some Philippine mountains and on water forms in Camiguin</li> <li>• Video presentations on Mount Samat Shrine and Cagayan River</li> <li>• Show and Tell about a landform and a water form visited with one's family</li> <li>• Review of the lesson</li> <li>• Summarizing important concepts</li> </ul>	<ul style="list-style-type: none"> <li>○ being familiar with water forms in Camiguin</li> <li>• Board work</li> <li>• Practice exercises</li> <li>• Assignment</li> <li>• Seatwork</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Questions in <i>Express Your Learning</i></li> <li>• Teacher-made chapter tests</li> <li>• Long tests</li> </ul>	<ul style="list-style-type: none"> <li>• Attentiveness in listening and in classroom activities</li> <li>• Cooperation in doing an activity with a group</li> <li>• Realizing the uses and importance of landforms and water forms</li> <li>• Realizing that being hot-tempered like a volcano can harm other people so even if one is angry, it is best to keep cool and relax</li> </ul>	<ul style="list-style-type: none"> <li>• video on Mount Samat Shrine</li> <li>• video on Cagayan River</li> <li>• LCD projector</li> <li>• computer with internet connection</li> </ul>
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		<p><b>Critical Thinking</b> Comparing the mountains in Sagada and Mount Kabunian</p> <p><b>ICT Literacy</b> Watching videos about some Philippine landforms and water forms from online sources</p>				
<p><b>LESSON 2</b> <i>Things We Get from the Earth</i></p>	<p><i>Name things that the Earth gives to people</i></p>	<p><b>Curiosity</b> Noticing and observing plants around one's house, neighborhood, and on the way to school</p> <p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>Examining how one can possibly survive without water</li> <li>Think of things that are made out of materials that are used every day</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Telling how we get things from Earth</li> <li>Naming the things Earth gives to people</li> <li>Sharing ideas and answering questions</li> </ul> <p><b>Collaboration</b> Sharing experiences and task with others</p>	<ul style="list-style-type: none"> <li>Listening to calming music or sounds from the forest or sea</li> <li>Video and film presentation</li> <li>Hands on activities on collecting pictures of different natural resources or products from Earth</li> <li>Using a graphic organizer to summarize the lesson</li> <li>Whole-class discussion on Earth's resources</li> <li>Listening to sounds from the forest or the sea</li> <li>Picture analysis of products from a market</li> <li>Show and Tell using a collage of things from plants and animals</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>Activity on what plants give people</li> <li>Board work</li> <li>Practice exercises</li> <li>Assignment</li> <li>Seatwork</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>Questions under <i>Express Your Learning</i></li> <li>Teacher-made chapter tests</li> <li>Long tests</li> </ul>	<ul style="list-style-type: none"> <li>Being attentive as a listener and participant in classroom activities</li> <li>Appreciating the things landforms and water forms give to people</li> <li>Caring for the things that the Earth gives to people</li> </ul>	<ul style="list-style-type: none"> <li>pencil</li> <li>computer with internet connection</li> <li>clay pot</li> <li>flowerpot</li> <li>plate</li> <li>cup</li> </ul>

		<p><b>Social and Cultural Awareness</b></p> <ul style="list-style-type: none"> <li>• Being updated about what is happening in the environment</li> <li>• Being conscious of how to take care of the place we live in</li> <li>• Making others aware of the need to take care of the environment</li> <li>• Being aware of the many natural resources that Earth provides</li> </ul> <p><b>Creativity</b> Making a collage of things from plants and animals</p> <p><b>ICT Literacy</b> Conducting research on uses of plants from online sources</p> <p><b>Perseverance</b> Finding strategies to make learning fun and easy</p>				
<p><b>LESSON 3</b> <i>Things Happening on Earth</i></p>	<p><i>Tell how people cause harm on the Earth</i></p> <p><i>Describe the greenhouse effect</i></p>	<p><b>Curiosity</b> Being observant and interested to know about events that happen on the Earth</p>	<ul style="list-style-type: none"> <li>• Pictures of heavy flooding</li> <li>• Videos and film presentations about a trip to the rainforest and the state of Pasig River</li> <li>• Hands-on activities</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Activity on causes of flooding</li> <li>• Board work</li> <li>• Practice exercises</li> <li>• Assignment</li> <li>• Seatwork</li> </ul>	<ul style="list-style-type: none"> <li>• Attentiveness in listening and during classroom activities</li> <li>• Realizing the impact of the greenhouse effect on people and the environment</li> </ul>	<ul style="list-style-type: none"> <li>• soil</li> <li>• baking pans</li> <li>• Bermuda grass</li> <li>• basin</li> <li>• water in a pitcher</li> <li>• video about a trip to the rainforest</li> </ul>

# CURRICULUM MAP

## Science Experiences 2

	<p><i>Tell what happens when people cut trees on the mountains</i></p> <p><i>Give the effects of air and water pollution</i></p>	<p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>Examining how the things that people do cause problems in the environment</li> <li>Analyzing the greenhouse effect</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Telling about the events on Earth</li> <li>Citing reasons for the need for people to evacuate</li> <li>Explaining how people may cause harm on the Earth</li> <li>Describing the greenhouse effect</li> <li>Explaining what happens when people cut trees on the mountains</li> <li>Describing the effects of air and water pollution</li> <li>Discussing answers to questions</li> </ul> <p><b>Collaboration</b></p> <p>Sharing experiences and doing a task with others</p>	<ul style="list-style-type: none"> <li>Using a graphic organizer to summarize the important concepts</li> <li>Whole-class discussion</li> <li>Picture analysis of heavy flooding and of people evacuating due to flood</li> <li>Show and Tell using a slogan about saving Mother Earth</li> </ul>	<p><b>Summative</b></p> <ul style="list-style-type: none"> <li>Questions under <i>Express Your Learning</i></li> <li>Teacher-made chapter tests</li> <li>Long tests</li> </ul>	<ul style="list-style-type: none"> <li>Doing one's best to contribute to the protection of the Earth</li> </ul>	<ul style="list-style-type: none"> <li>video about Pasig River</li> <li>LCD projector</li> <li>computer with internet connection</li> </ul>
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		<p><b>Social and Cultural Awareness/ Environmental Awareness</b></p> <ul style="list-style-type: none"> <li>• Being aware of what is happening in the environment</li> <li>• Being aware of how to take care of the place we live in</li> <li>• Making others aware of the need to take care of the environment</li> <li>• Doing activities such as planting trees to help save the environment</li> </ul> <p><b>Creativity</b> Making a slogan about saving Mother Earth</p> <p><b>Perseverance</b> Finding ways to make learning fun and easy</p>				
<p><b>LESSON 4</b> <i>Caring for the Earth</i></p>	<p><i>Tell how resources from the Earth can be used wisely</i></p> <p><i>Give the meaning of conservation</i></p> <p><i>Explain how to conserve the resources in the land, forest, water, and air</i></p>	<p><b>Curiosity</b> Observing the surroundings</p> <p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>• Determining ways to use resources of the Earth wisely</li> <li>• Interpreting a concept map</li> </ul>	<ul style="list-style-type: none"> <li>• KWL chart</li> <li>• Think-Pair-Share</li> <li>• Whole-class discussion on caring for Earth</li> <li>• Hands-on activities on recycling</li> <li>• Picture analysis of a house in a clean environment</li> <li>• Trip around the school grounds to</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Activities under <i>Explore Around</i></li> <li>• Board work</li> <li>• Practice exercises</li> <li>• Assignment</li> <li>• Seatwork</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Questions under <i>Express Your Learning</i></li> </ul>	<ul style="list-style-type: none"> <li>• Realizing the importance of natural resources</li> <li>• Being wise in using resources</li> <li>• Attentiveness in listening during class discussions and classroom activities</li> <li>• Cooperation and teamwork in doing</li> </ul>	<ul style="list-style-type: none"> <li>• old newspaper</li> <li>• plastic bottles</li> <li>• soil</li> <li>• dried tomato seeds</li> <li>• rope or yarn</li> <li>• nails</li> </ul>

# CURRICULUM MAP

## Science Experiences 2

		<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Telling how resources from Earth can be used wisely</li> <li>• Explaining the meaning of conservation</li> <li>• Explaining how to conserve the resources in the land, forest, water, and air</li> <li>• Expressing ideas and answering questions</li> <li>• Reporting activity findings/results</li> </ul> <p><b>Collaboration</b></p> <ul style="list-style-type: none"> <li>• Sharing experiences and doing tasks with others</li> <li>• Doing a presentation about showing care for the Earth</li> <li>• Working with a group to make a report on a nearby river, <i>talipapa</i>, or market and how people can make that area clean or dirty</li> </ul> <p><b>Social and Cultural Awareness</b></p> <ul style="list-style-type: none"> <li>• Being conscious of what is happening in the environment</li> <li>• Having an awareness of the need to take care of</li> </ul>	<p>observe the surroundings</p> <ul style="list-style-type: none"> <li>• Reviewing and summarizing important concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-made chapter tests</li> <li>• Long tests</li> <li>• Items under <i>Size Up!</i></li> </ul>	<p>an activity with a group</p> <ul style="list-style-type: none"> <li>• Awareness of the golden rule in caring for the Earth</li> <li>• Practicing care for the Earth</li> </ul>	
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		<p>resources and places in the Earth</p> <ul style="list-style-type: none"> <li>• Being aware of how to take care of the Earth's resources</li> <li>• Influencing others to be aware of environmental concerns and of taking care of Earth</li> </ul> <p><b>Creativity</b> Making a hanging plant pot/container using recyclable materials</p>				
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### Chapter 10: Weather

<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• Why do you have to learn about the different weather conditions?</li> <li>• In what ways do weather conditions affect your everyday activities?</li> <li>• How would you protect yourself from different weather conditions?</li> </ul>	<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• There are different kinds of weather.</li> <li>• There are different activities for different weather conditions.</li> <li>• There are ways to protect yourself from the different weather conditions.</li> </ul>
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Content	DepEd K to 12 Learning Competencies	21 <sup>st</sup> -Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
<p><b>LESSON 1</b> <i>Day-to-day Weather</i></p>	<p><i>Tell what weather is</i></p> <p><i>Observe and describe the weather for a week</i></p> <p><i>Describe the weather in terms of temperature and cloud formation</i></p>	<p><b>Curiosity</b> Observing the daily weather</p> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Describing the weather for the week</li> <li>• Describing the weather in terms of</li> </ul>	<ul style="list-style-type: none"> <li>• KWL chart</li> <li>• Think-Pair-Share</li> <li>• Whole-class discussion on weather</li> <li>• Hands-on activities</li> <li>• Singing a song about the weather</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Activity on kinds of weather seen every day</li> <li>• Board work</li> <li>• Practice exercises</li> <li>• Assignment</li> <li>• Seatwork</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of the different weather conditions</li> <li>• Attentiveness in listening and participating in classroom activities</li> </ul>	<ul style="list-style-type: none"> <li>• wall thermometer</li> <li>• sheet of paper</li> <li>• pencil</li> <li>• video about the weather</li> <li>• LCD projector</li> <li>• computer with internet connection</li> </ul>

# CURRICULUM MAP

## Science Experiences 2

		<p>temperature and cloud formation</p> <ul style="list-style-type: none"> <li>Telling about the weather and how it affects people</li> </ul> <p><b>Literacy and Communication</b> Writing about one's favorite weather and sharing it to the class</p> <p><b>Collaboration</b> Sharing experiences and doing tasks with others</p> <p><b>Social and Cultural Awareness</b> Being aware of how climate affects the culture of the community</p> <p><b>Creativity</b></p> <ul style="list-style-type: none"> <li>Drawing activity</li> <li>Making different kinds of clouds using art materials</li> </ul>	<ul style="list-style-type: none"> <li>Doing an activity on observing daily weather</li> <li>Show and Tell on the different kinds of clouds</li> </ul>	<p><b>Summative</b></p> <ul style="list-style-type: none"> <li>Questions under <i>Express Your Learning</i></li> <li>Teacher-made chapter tests</li> <li>Long tests</li> </ul>	<ul style="list-style-type: none"> <li>Cooperation and teamwork in doing an activity with a group</li> <li>Awareness in the sudden changes in the weather</li> </ul>	<ul style="list-style-type: none"> <li>cotton</li> <li>glue</li> <li>coloring materials</li> <li>folder</li> </ul>
<p><b>LESSON 2</b> <i>The Weather and What You Do</i></p>	<p><i>Describe what people can wear on rainy days and fair-weather days</i></p> <p><i>Give activities people can do on a sunny or fair day</i></p>	<p><b>Curiosity</b> Observing the weather for two days</p> <p><b>Literacy</b> Write observations and data on an activity</p>	<ul style="list-style-type: none"> <li>KWL Chart</li> <li>Think-Pair-Share</li> <li>Whole-class discussion on how weather affects what people wear and do</li> <li>Hands-on activities</li> <li>Exit Ticket</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>Activity on how weather affects people's activities and clothes they wear</li> <li>Board work</li> <li>Practice exercises</li> <li>Assignment</li> </ul>	<ul style="list-style-type: none"> <li>Being an attentive listener to class discussion</li> <li>Realizing the importance of wearing the correct clothes suitable for</li> </ul>	<ul style="list-style-type: none"> <li>pencil</li> <li>wall thermometer</li> <li>box</li> <li>small ball with drawing of sun, dark clouds, and rain</li> <li>music player</li> <li>big ball</li> </ul>

	<i>Give the activities people can do on a rainy day</i>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Telling the things about the weather and how it affects daily living of people</li> <li>Sharing experiences on how one is affected by weather</li> </ul> <p><b>Collaboration</b> Doing tasks with other classmates</p> <p><b>Social and Cultural Awareness</b> Being aware of different weather conditions and how they affect the way of life of the community</p> <p><b>Creativity</b></p> <ul style="list-style-type: none"> <li>Making models of outfits that can be worn on sunny and rainy days</li> <li>Making collages about activities and clothes for sunny days and rainy days</li> </ul>	<ul style="list-style-type: none"> <li>Playing a game on picking a ball and saying some activities that can be done during the weather that is indicated in the ball</li> <li>Picture analysis of workers fixing a road</li> <li>Going outside the classroom to make observations about the weather</li> <li>Show and Tell using collages of activities and clothes for sunny and rainy days</li> </ul>	<ul style="list-style-type: none"> <li>Seatwork</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>Questions under <i>Express Your Learning</i></li> <li>Teacher-made chapter tests</li> <li>Long tests</li> </ul>	<p>the different weather conditions</p> <ul style="list-style-type: none"> <li>Paying close attention to classroom activities</li> <li>Participating harmoniously in doing an activity with a group</li> <li>Making learning fun and easy</li> </ul>	<ul style="list-style-type: none"> <li>old magazines or newspapers</li> </ul>
<b>LESSON 3</b> <i>Staying Healthy During Different Weather Conditions</i>	<i>Tell what you should do to keep yourself healthy during hot, cold, or rainy days</i>	<p><b>Curiosity</b> Observing the daily weather</p> <p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>Inferring the effects of weather on people</li> </ul>	<ul style="list-style-type: none"> <li>KWL Chart</li> <li>Think-Pair-Share</li> <li>Class discussion on keeping oneself healthy during different weather conditions</li> <li>Hands-on activities</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>Activity under <i>Explore Around</i></li> <li>Board work</li> <li>Practice exercises</li> <li>Assignment</li> <li>Seatwork</li> </ul>	<ul style="list-style-type: none"> <li>Realizing and appreciating the importance of protecting oneself during the different weather conditions</li> <li>Being an attentive listener</li> </ul>	<p>materials for the mock-up TV talk show</p>

# CURRICULUM MAP

## Science Experiences 2

		<ul style="list-style-type: none"> <li>• Interpreting a concept map</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Telling the things about the weather and how it affects daily living of people</li> <li>• Telling about what to do to keep healthy in any kind of weather</li> <li>• Discussing the story about siblings and what they do during different weather conditions</li> <li>• Expressing ideas and answering questions</li> </ul> <p><b>Literacy and Communication</b></p> <p>Writing an essay about one's experience of the worst weather condition and sharing it with the class</p> <p><b>Collaboration</b></p> <ul style="list-style-type: none"> <li>• Sharing experiences and task with others</li> <li>• Working with a group to role-play a TV show discussing how to keep safe during a bad weather condition</li> </ul>	<ul style="list-style-type: none"> <li>• Reading a story about siblings and what they do during different weather conditions</li> <li>• Picture analysis of a girl in the garden on a sunny day</li> <li>• Role-play in a mockup TV talk show giving advice on safety precautions during bad weather</li> <li>• Providing feedback and making clarifications</li> </ul>	<p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Questions under <i>Express Your Learning</i></li> <li>• Teacher-made chapter tests</li> <li>• Long tests</li> <li>• Items under <i>Size Up!</i></li> </ul>	<ul style="list-style-type: none"> <li>• Attending closely to classroom activities</li> <li>• Participating harmoniously in doing an activity with a group</li> </ul>	
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		<p><b>Social and Cultural Awareness</b> Being aware of the harm that weather conditions may cause and practicing how to keep oneself healthy during different weather conditions</p> <p><b>Adaptability</b> Make learning fun and easy</p>				
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### Chapter 11: Looking at Objects in the Sky

<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>Why does the sky look different during day and night?</li> <li>How do you value the importance of the things you see in the sky at different times of the day?</li> <li>Is it important to know why we need the things you see in the sky? Why do you think so?</li> </ul>	<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>There are different objects in the sky at daytime.</li> <li>There are different objects in the sky at nighttime.</li> </ul>
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Content	DepEd K to 12 Learning Competencies	21st-Century Skills	Teaching Strategies/ Differentiated Instruction	Assessment	Values Integration	Resources
<p><b>LESSON 1</b> <i>Objects in the Sky at Daytime</i></p>	<p><i>Name the things you see in the sky during the day</i></p> <p><i>Describe the different objects in the sky at daytime</i></p>	<p><b>Curiosity</b> Observing the sky during daytime</p> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Describing the things seen in the sky</li> <li>Answering questions</li> </ul>	<ul style="list-style-type: none"> <li>KWL chart</li> <li>Whole-class discussion on objects in the sky at daytime</li> <li>Exit Ticket</li> <li>Outside-the-classroom observation of the day sky</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>Activity under <i>Explore Around</i></li> <li>Board work</li> <li>Practice exercises</li> <li>Assignment</li> <li>Seatwork</li> </ul>	<ul style="list-style-type: none"> <li>Appreciating the importance of plants</li> <li>Being an attentive listener</li> <li>Attending closely to classroom activities</li> <li>Participating harmoniously in doing an activity with a group</li> </ul>	<ul style="list-style-type: none"> <li>video about day and night</li> <li>LCD projector</li> <li>computer with internet connection</li> </ul>

	<p><i>Give the importance of the different things in the sky during daytime</i></p>	<p><b>Collaboration</b> Sharing experiences and tasks</p> <p><b>Creativity</b></p> <ul style="list-style-type: none"> <li>• Creating pictures of blue sky and why it is blue</li> <li>• Replacing the lyrics of the chorus part of one's favorite song with concepts learned in the chapter</li> <li>• Drawing things that can be seen in the sky at daytime</li> <li>• Making a scrapbook about different objects in the daytime sky</li> </ul> <p><b>ICT Literacy</b> Searching the internet for one's favorite song</p>	<ul style="list-style-type: none"> <li>• Picture analysis of children playing on a sunny day</li> <li>• Video presentation of "Day and Night Concept"</li> <li>• Singing nursery rhymes about objects in the sky</li> <li>• Show and Tell of scrapbook about objects in the daytime sky</li> </ul>	<p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Questions under <i>Express Your Learning</i></li> <li>• Teacher-made chapter tests</li> <li>• Long tests</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciating the different objects that can be seen in the sky at daytime</li> <li>• Realizing the importance of the objects in the daytime sky</li> </ul>	
<p><b>LESSON 2</b> <i>Objects in the Sky at Nighttime</i></p>	<p><i>Name the different objects in the sky at night.</i></p> <p><i>Describe the objects in the sky at night.</i></p> <p><i>Give the importance of the different things in the sky during the night</i></p>	<p><b>Curiosity</b> Observing the sky during nighttime</p> <p><b>Critical Thinking</b> Interpreting a concept map/graphic organizer</p> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Describing the things seen in the sky</li> </ul>	<ul style="list-style-type: none"> <li>• Videos and film viewing</li> <li>• Hands-on activities</li> <li>• Whole-class discussion on objects seen in the night sky</li> <li>• Learning team</li> <li>• Picture analysis of people looking at the moon at night</li> </ul>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Activity about the moon phases</li> <li>• Board work</li> <li>• Practice exercises</li> <li>• Assignment</li> <li>• Seatwork</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Questions under <i>Express Your Learning</i></li> </ul>	<ul style="list-style-type: none"> <li>• Realizing the importance of the different objects in the sky at night.</li> <li>• Being an attentive listener</li> <li>• Attending closely to classroom activities</li> <li>• Participating harmoniously in doing an activity with a group</li> </ul>	<ul style="list-style-type: none"> <li>• calendar with moon phases</li> <li>• pencil</li> <li>• pillow</li> <li>• shoe box</li> <li>• old magazine</li> <li>• tape/paste</li> <li>• paint</li> <li>• crayons</li> <li>• black art paper</li> <li>• pair of scissors</li> </ul>

# CURRICULUM MAP

## Science Experiences 2

		<ul style="list-style-type: none"> <li>• Answering questions and expressing ideas about the objects in the night sky</li> </ul> <p><b>Collaboration</b> Sharing experiences and task with others</p> <p><b>Creativity</b></p> <ul style="list-style-type: none"> <li>• Creating pictures of blue sky and why it is blue</li> <li>• Replacing the lyrics of the chorus part of one's favorite song with concepts learned in the chapter</li> <li>• Making a Night Box that shows how the sky looks at night</li> </ul> <p><b>ICT Literacy</b> Searching the internet for one's favorite song</p>	<ul style="list-style-type: none"> <li>• Doing the activity about the phases of the moon</li> <li>• Show and Tell about the how the sky looks at night using a night box</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-made chapter tests</li> <li>• Long tests</li> <li>• Items under <i>Size Up!</i></li> </ul>	<ul style="list-style-type: none"> <li>• Appreciating the things seen in the night sky</li> </ul>	
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