

GOVERNMENT PROPERTY
NOT FOR SALE

3

QUARTER 1



DEPED - ANGELES CITY
CURRICULUM IMPLEMENTATION DIVISION

CABLE

CONTEXTUALIZED ACTIVITY-BASED LEARNING EXERCISES

(ACTIVITY BASED LEARNING MATERIALS ON CRITICAL CONTENTS FOR FACE TO FACE CLASSES)



DEPARTMENT OF EDUCATION - SCHOOLS DIVISION OF ANGELES CITY
Jesus St. Pulungbulo, Angeles City

CABLE – Grade 3
Quarter 1 – All Subjects
First Edition, 2022

Republic Act 8293, section 176 states that: No copyright shall subsist in any work of the Government of the Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for exploitation of such work for profit. Such agency or office may, among other things, impose as a condition the payment of royalties.

Borrowed materials (i.e., songs, stories, poems, pictures, photos, brand names, trademarks, etc.) included in this module are owned by their respective copyright holders. Every effort has been exerted to locate and seek permission to use these materials from their respective copyright owners. The publisher and authors do not represent nor claim ownership over them.

INTRODUCTION

This Project CABLE (Contextualized Activity-Based Learning Exercises) is a collaborative project of all the Education Program Supervisors of SDO Angeles City, in coordination with Public Schools District Supervisors.

This has been conceptualized in order to help address the present gaps on learning materials especially on critical contents. The situations, examples (food, places, etc.) and the activities are based on the context of the learners in Angeles City and highlight Kapampangan ingenuity.

This contextualized activity-based learning exercises will help learners to enhance their content knowledge and to make the concepts more relatable. With this, learners are assured of learning materials that they can use during the face to face classes addressing their learning needs specifically on the critical contents.

DEVELOPMENT TEAM

Writers

English : Rita P. Bundalian	EPP/TLE	: Josephine G. Figueroa PhD
Filipino : Rochella C. David	EsP	: Edgardo S. Nunag
Math : Ma. Esperanza S. Malang PhD	MAPEH (E)	: Reynaldo G. Cabrera
Science: Gemima A. Estrabillo EdD	MAPEH (JHS/SHS)	: Walter C. Estabillo EdD
AP : Ramil D. Dacanay		

Evaluators

Ana Merla Magtoto, Agnes G. Manabat EdD, Ma. Tara Clemente, Leonida K. Quinto EdD, Amelita Pineda, Anastacia Nimfa Aquino, Cezar M. Hernandez, Ericson Cabrera, Emily F. Sarmiento PhD

Archiver	: Dennis M. Bautista
Layout Artist	: Noel S. Reganit

Management Team:

Ma. Irelyn P. Tamayo PhD., CESO V
Fernandina P. Otchengo PhD., CESE
Amando C. Yutuc PhD
Emily F. Sarmiento PhD

Published by the Department of Education – Angeles City

Office Address: Jesus St., Pulungbulo, Angeles City

Telefax: (045) 322 4106

E-mail Address: angeles.city@deped.gov.ph

Name _____

Quarter 1: Week 3

Learning Competency:

Write a short paragraph providing another ending for a story listened to.



ACTIVITY 1

Read the story "**The Trees and the Axe.**"

The Trees and the Axe



Once a man wanted to cut down some trees to make a house, but he could not use his axe because it had no handle.

So, he went to the top of the hill where there were many trees and said to them, "*May I take a tree from this hill?*" But he did not tell them why.

The trees said, "*Let us give him a tiny tree. Then, he will go away and not ask for anything more.*"

So, they gave him a little tree, and the man went home. When he got there, he made a handle for his axe.

Then, he went back to the hill and cut down the other trees.

"If we had not let him have the little tree, he could not have cut us down," they said.

But it was too late to stop him.

After reading the story, write a short paragraph by providing another ending.

The Tree and the Axe



ACTIVITY 2

Draw and color your favorite tree inside the box then, write its name on the blank.

My favorite tree is _____ .

Rubric for Scoring

	4	3	2	1
Originality	Reflects an exceptional degree of student creativity	Reflects much degree of student creativity	Reflects minimal degree of student creativity	Reflects less degree of student creativity
Required Elements	Includes all required elements as well as the proper label of the tree	Includes some required elements as well as the proper label of the tree	Includes few required elements as well as the proper label of the tree	Includes less required elements as well as the proper label of the tree

REFERENCES

Evelyn S. Salazar et al, Phoenix Learning Package Skill Builders for Efficient Reading Fifth Edition (2014) Phoenix Publishing House, Inc. Quezon Avenue, Quezon City, Philippines.

<https://www.teacherplanet.com/content/rubrics-drawing>

Note: Photo is courtesy of the writer.

Grade 3 Aralin 8	FILIPINO Mga Elemento Ng Kuwento
---	--

Pangalan _____

Unang Markahan: Ikalimang Linggo

Kasanayang Pampagkatuto at Koda:

Nailalarawan ang mga elemento ng kuwento (tauhan, tagpuan, banghay) F3PBH-le-4 , F3PB-IIb-e-4



GAWAIN 1- #KUWADRO NG KUWENTO

Mula sa kuwentong narinig mo sa iyong guro o nabasa, gumawa ng isang Kuwadro ng Kuwento at isulat ang mga elemento nito.

Isa-isang pagtuunan ng pansin ang bawat bahagi. Tiyaking himay-himayin ang bawat bahagi bago magtuloy sa susunod na yugto ng kuwadro

Gawing gabay ang halimbawang kuwadro:

KUWADRO NG KUWENTO	
TAGPUAN (lugar at panahon)	TAUHAN (pangalan, edad, Gawain at hilig)
MAHAHALAGANG PANGYAYARI SIMULA: GITNA: WAKAS:	ARAL O MENSAHE

SANGGUNIAN

Villanueva, Voltaire. 2018. Ako Bibo Kase Dapat #ABKD: Alpabeto ng inobatibo at Makabagong Gurosa Agham Panlipunan, Edukasyon sa Pagpapakatao, at Filipino. 2018.VMV11483 Book Publishing House. D2 2273 P. Binay st. Bangkal. Makati City

Grade 3 Lesson 5	SCIENCE Changes in Materials Based on the Effect of Temperature
---	--

Name _____

Quarter 1: Week 5

Learning Competency with Code:

1. Describe changes in materials based on the effect of temperature:
 - 1.1 solid to liquid
 - 1.2 liquid to solid
 - 1.1 liquid to gas
 - 1.2 solid to gas **(S3MT-Ih-j-4)**



ACTIVITY 1

I. Objective:

Describe the changes in the materials caused by heating and cooling.

II. Materials

- Small plastic cup with $\frac{1}{4}$ tsp. of margarine in it
- 2 Popsicle sticks
- Paper cup with half-filled hot water
- Paper cup with half-filled ice water
- A transparent plastic bag
- An elastic rubber band
- A small cloth
- Water

III. Procedures

A. What happens when the margarine is heated?

1. Put one (1) teaspoon of margarine in the paper cup.



2. Get another paper cup with half-filled hot water



3. Carefully put the plastic cup with the margarine inside the paper cup with hot water.



4. Use the popsicle stick to move the margarine around the bottom of the cup. If the margarine gets stuck on the popsicle stick, use the other popsicle stick to push the margarine back down into the cup.

5. Keep stirring the hot water in the cup until you see a change in the margarine. Keep stirring until the margarine doesn't change any more.



Note: while heating the margarine and stirring it, you will stir the same amount of margarine in the same type of cup but not heated. Observe anything that happens to the margarine from just stirring it, or if it's the heat that really causes the melting.

- Question No. 1: What happened to the margarine?

B. What happens when the liquid margarine is cooled?

1. Take the cup out of the hot water and place it in the cup of ice water. Do not stir the liquid margarine this time.



2. Keep the cup in the ice water and gently touch the margarine with your Popsicle stick. If the margarine seems hard, scrape some with the Popsicle stick.

- Question No. 2. What did you notice after the margarine was placed in cold water for a couple of minutes?

C. What happens when we turn liquid water to gas?

This experiment is best done outdoors or near an open window of the room.

1. Dip your index finger in the water, then hold it up.

- Question No. 3. What do you see and feel?

D. What happens when we turn Gas to liquid?

1. Get a cloth, wet and then squeeze it to remove the excess water.
2. Place the cloth inside a plastic bag. Trap some air inside the bag and seal it.



3. Leave the bag in a warm place, such as in direct sunlight, for 30 minutes. What do you see?

- Question No. 4. In this experiment we cooled a gas (water vapor), but what happens when we cool a liquid? (Think about how you make ice cubes).

- Question 5. Which causes fog: evaporation or condensation? Why?

REFERENCES

[https://www.acs.org/content/acs/en/education/resources/k-8/inquiryinaction/second-grade/chapter-5/lesson-5-1 changes-caused-by-heating-and-cooling.html](https://www.acs.org/content/acs/en/education/resources/k-8/inquiryinaction/second-grade/chapter-5/lesson-5-1-changes-caused-by-heating-and-cooling.html)

<https://www.scienceinschool.org/article/2012/energy-2/>

www. bbc.co.uk/schools/ks2bitesize/ science/materials or use the shorter link:/http://tinyurl.com/ceyt6te

Name: _____

Quarter 1: Week 4

Learning Competency with Code:

Add 3 to 4 digit numbers up to three addends with sums up to 10 000 without and with regroupings (M3NS-Id-27.6)



Activity 1

Ang katumbas na numero ng bawat letra ay nakasulat sa ibaba. Sagutin ang mga sumusunod:

N	=	234
U	=	5 214
M	=	7 315
B	=	219
E	=	3 278
R	=	5 234
S	=	435

- | | | |
|--------------------|--------------------|---------------------|
| 1. $M + N =$ _____ | 5. $U + N =$ _____ | 9. $N + E =$ _____ |
| 2. $B + E =$ _____ | 6. $R + S =$ _____ | 10. $E + S =$ _____ |
| 3. $E + R =$ _____ | 7. $M + B =$ _____ | |
| 4. $U + S =$ _____ | 8. $N + B =$ _____ | |



Activity 2

Sagutin ang mga sumusunod:

1. Kung si Tonie ay may naipon na Php 800 at binigyan pa siya ng Php 300 ng kaniyang ina, magkano lahat ang pera nya? _____
2. Kung ang inyong paaralan ay may 500 na mag-aaral na babae at 940 na mag-aaral na lalaki, ilan lahat ang mga mag-aaral?

SANGGUNIAN

Jalon et al. 2019. Phoenix Math For The 21st Century Learners. Grade 4. Page 24. Second Edition. Phoenix Publishing House INC.

Chingcuangco et al. 2014. Mathematics 3. Kagamitan ng Mag-aaral. Tagalog. Page 75. Kagawaran ng Edukasyon Republika ng Pilipina

Grade 3
Aralin
8

ARALING PANLIPUNAN

Ang Mga Lalawigan sa Aking Rehiyon:
Kahalagahan at Pangangalaga

Pangalan _____

Unang Markahan: Ikawalong Linggo

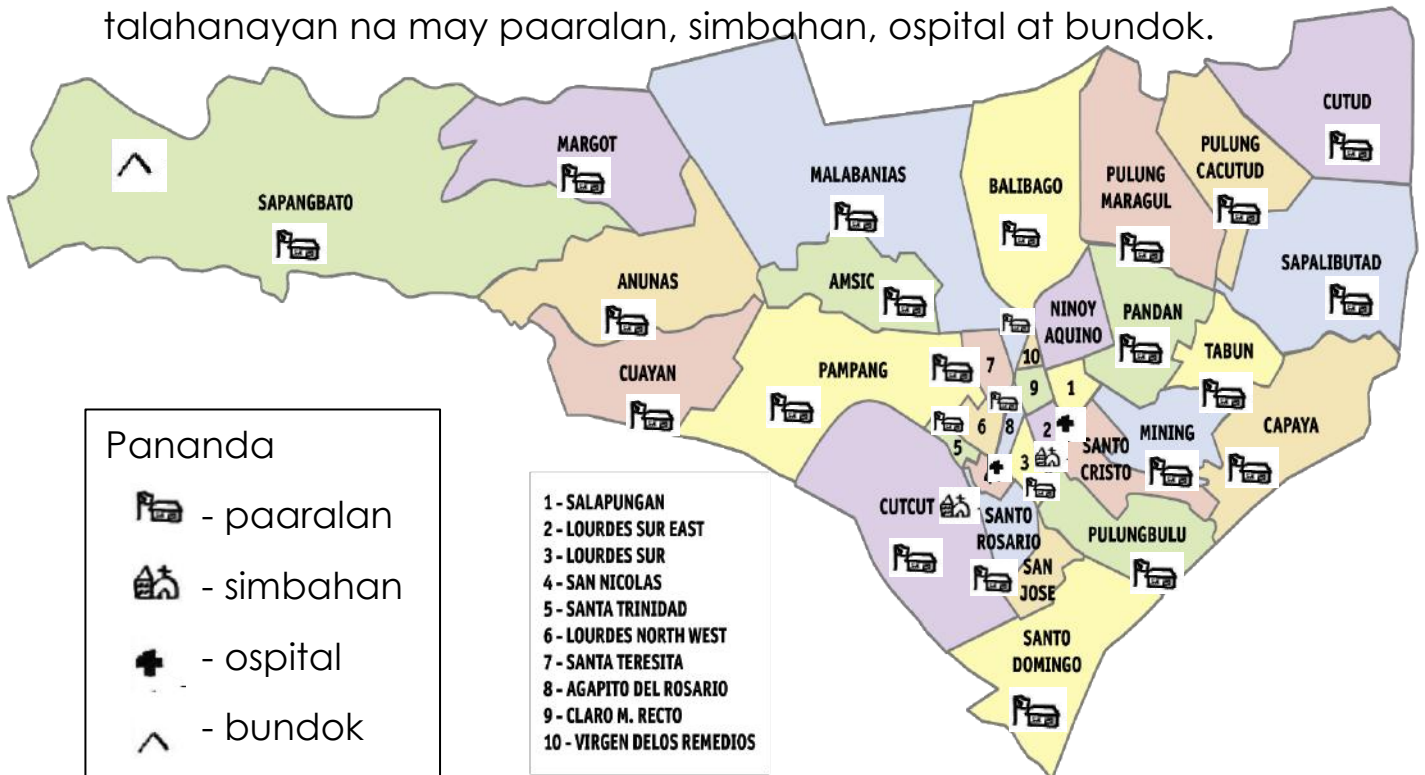
Pamantayan sa Pagkatuto at Koda

Nakabubuo ng interpretasyon ng kapaligiran ng sariling lalawigan at karatig na mga lalawigan ng rehiyon gamit ang mapa (Week 8 AP3LAR- li-14)



Gawain 1: Mapa-suri

Panuto: Lagyan ng tsek (✓) ang mga barangay na nasa talahanayan na may paaralan, simbahan, ospital at bundok.



	Mga Barangay ng Angeles City	Barangay na may paaralan	Barangay na may simbahan	Barangay na may ospital	Barangay na may bundok
1.	Amsic				
2.	Anunas				
3.	Agapito Del Rosario				
4.	Balibago				
5.	Capaya				
6.	Claro M. Recto				
7.	Cuayan				
8.	Cutcut				
9.	Cutud				
10.	Lourdes Northwest				
11.	Lourdes Sur				
12.	Lourdes Sur East				
13.	Malabanias				
14.	Margot				
15.	Mining				
16.	Ninoy Aquino				
17.	Pampang				
18.	Pandan				
19.	Pulung Cacutud				
20.	Pulung Maragul				
21.	Salapungan				
22.	San Jose				
23.	San Nicolas				
24.	Santa Maria				
25.	Santa Teresita				
26.	Santa Trinidad				
27.	Santo Cristo				
28.	Santo Domingo				
29.	Santo Rosario				
30.	Sapalibutad				
31.	Sapangbato				
32.	Tabun				
33.	Virgen Delos Remedios				



Gawain 2: Mapa-suri

Panuto: Gamit ang linya, ikonekta ang mga larawan na nasa itaas at nasa ibaba sa mga numero na nasa mapa ng Angeles City.



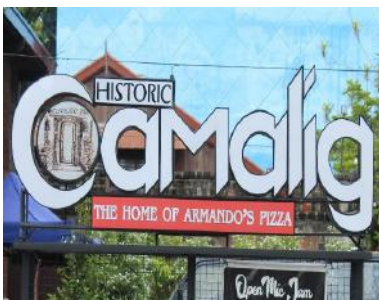
(1) Pisamban Maragul



(2) Bale Matua



(3) El Deposito



(4) Camalig



(5) Angeles Museum



(6) Pamintuan Mansion

SANGGUNIAN

Kagawaran ng Edukasyon. 2020 Most Essential Learning

Competencies (MELCS). Pasig, Philippines:.

Angeles City. <https://herephilippines.wixsite.com/website-1/downtown>

Grade 3
Aralin
3

EDUKASYON SA PAGPAPAKATAO

Pamilyang Nagkakaisa,
Tahanang Masaya!

Pangalan _____

Unang Markahan: Ikatlong Linggo

Kasanayang Pampagkatuto at Koda:

Nakasusunod sa mga pamantayan/tuntunin ng mag-anak.

(EsP3PKP- li – 22)



GAWAIN 1: Kagandahang Asal ng Pamilyang Angeleño!

Panuto: Likas na kaugalian ng mga Angeleño ang kagandahang asal. Tukuyin kung ang larawan ay nagpapakita ng pagsunod sa tuntunin sa tahanan. Lagyan ng 😊 kung Oo at ☹️ naman kung Hindi.

____ 1.



____ 2.



____ 3.



____ 4.



____ 5.





GAWAIN 2: Maalaala Mo Kaya?

Panuto:

1. Umisip ka ng isang pangyayari sa iyong buhay na may kinalaman sa hindi mo pagsunod sa tagubilin ng inyong mga magulang. Ano ang naidulot nito sa iyo? Ano ang aral na iyong natutunan?
2. Pagkatapos ay isulat mo naman sa metacard ang isang alituntunin o patakaran sa iyong barangay na iyong sinusunod.
3. Pagkatapos magawa ang mga gawain, magpangkat-pangkat. Pumili ng lider, pagsama-samahin ang mga nakapaskil sa metacards ayon sa nakasulat. Talakayin kung papaano at bakit kailangan itong sundin. Luulat ito ng lider sa klase.

Hindi Pagsunod sa Magulang

Pangyayari: _____

Epekto: _____

Aral na natutunan: _____

PAGSUNOD SA PATAKARAN NG BARANGAY

SANGGUNIAN

Edukasyon sa Pagpapakatao III, Kagamitan ng Mag-aaral, Tagalog

MELCs– Most Essential Learning Competencies, ESP – Edukasyon sa
Pagpapakatao Curriculum Guide

EsP- DepEd Alternative Delivery Mode, Unang Edisyon 2020

Website: lrmds.deped.gov.ph/learning-resources

Grade 3 Aralin 6	MUSIC Paggawa ng Rhythmic Patterns
---	--

Pangalan _____

Unang Markahan : Linggo 6 - 8

KASANAYAN SA PAMPAGKATUTO

Create continually repeated musical phrase or rhythm in measures of 2s, 3s, and 4s (MU3RH-Ie-6)



Gawain 1

Panuto: Bumuo ng apat na pangkat na magpaparinig sa tunog ng mga instrumento (Pangkat 1-tambol, Pangkat 2-gitara, Pangkat 3-trombone, at Pangkat 4-violin). Awitin ang “Paru-parong Bukid” sa tunog ng mga instrumento.

Paruparong Bukid

Paruparong bukid na lilipad-lipad – (*P-1-boom 12X*)

Sa gitna ng daan papagapagaspas (*P-2-teng-12X*)

Isang bara ang tapis – (*P-3- pot 8X*)

Isang dangkal ang manggas- (*P-4-eng- 8X*)

Ang sayang de kola - (*all*)

Isang piyesa ang sayad - (*all*)

May payneta pa siya -- uy! -(*P1*)

May suklay pa mandin -- uy! -(*P2*)

Nagwas de-ohetes ang palalabasin-(*P3*)

Haharap sa altar at mananalamín -(*P4*)

At saka lalakad na pakendeng-kendeng. (*all*)

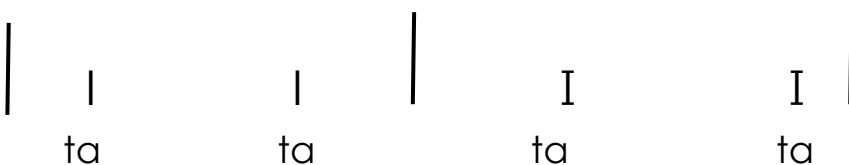


Gawain 2

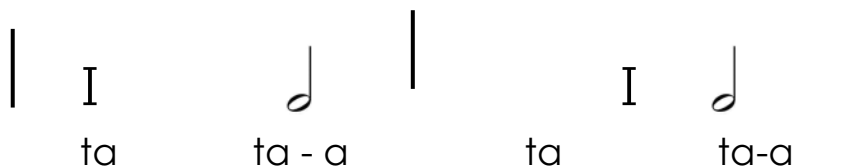
Panuto: Ipalakpak o itapik ang mga sumusunod na *rhythmic patterns*.

Basahin din ang *rhythm syllables* ng bawat *rhythmic pattern*.

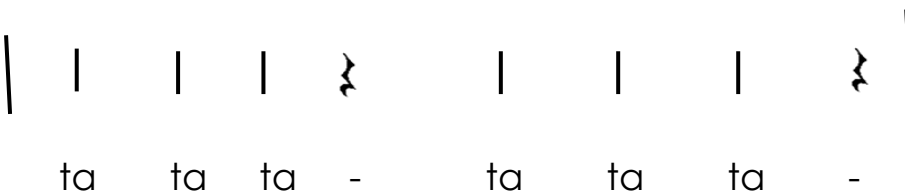
In groups of 2s



In groups of 3s



In groups of 4s





Gawain 3

Gumawa ng *rhythmic patterns* at lapatan ng kilos/*stick notation*/
rhythm syllable ang bawat *phrase*.

Beginner: *In groups of 2s* - Lalapatan ng kilos

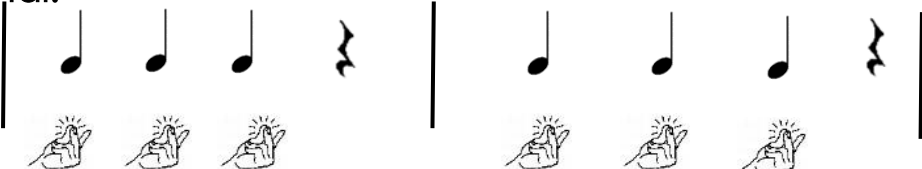
Hal. 
pagtapik sa hita, pagpalakpak | pagtapik sa hita, pagpalakpak

1. | | |

Average: *In groups of 3s* - Lalapatan ng kilos at *stick notation*.

Hal. 
1. | | |

Advance: - *In groups of 4s* - Lalapatan ng kilos , *stick notation* at
rhythm syllable.

Hal. 

ta ta ta - ta ta ta -
1. | | |

SANGGUNIAN

Amelia M. Ilagan, et al.. Music, Art, Physical Education and Health- Unang Baitang. Kagamitan ng Mag-aaral, Unang Edisyon 2014,Ikalawang Limbag 2016, Ikatlong Limbag 2017 DepEd- Bureau of Learning Resources

2020 Most Essential Competencies (MELCS). Pasig, Philippines: Kagawaran ng Edukasyon.

Grade 3 Aralin 5	SCIENCE Mga Pagbabago sa Mga Materyales Batay sa Epekto ng Temperatura
---	---

Name _____

Quarter 1: Week 5

Learning Competency with Code:

1. Describe changes in materials based on the effect of temperature:
 - 1.1 solid to liquid
 - 1.2 liquid to solid
 - 1.1 liquid to gas
 - 1.2 solid to gas **(S3MT-Ih-j-4)**



GAWAIN 1

- I. **Layunin:** Nailalarawan ang mga pagbabago sa mga materyales na dulot ng init at lamig.

II. Mga Materyales

- Maliit na paper cup na may $\frac{1}{4}$ tsp. na margarine sa loob nito.
- 2 popsicle sticks
- Paper cup na may kalahating puno ng mainit na tubig
- Paper cup na may kalahating puno ng tubig na may yelo
- Isang transparent na plastic bag
- Isang nababangat na rubber band
- Isang maliit na tela
- Tubig

III. Mga Pamamaraan

A. Ano ang mangyayari kapag pinainit ang *margarine*?

1. Maglagay ng isang (1) kutsaritang *margarine* sa *paper cup*.



2. Kumuha ng isa pang basong papel o *paper cup* na may kalahating puno ng mainit na tubig.



3. Maingat na ilagay ang *paper cup* na may margarine sa loob ng *paper cup* na may mainit na tubig.



4. Gamitin ang *popsicle stick* upang ihalo ang *margarine* sa ilalim ng *plastic cup*. Kung ang *margarine* ay dumikit sa *popsicle stick*, gamitin ang isa pang *popsicle stick* upang itulak ang *margarine* pabalik sa *paper cup*.

5. Patuloy na haluin ang mainit na tubig sa tasa hanggang sa makita mo ang pagbabago sa *margarine*. Patuloy na haluin hanggang sa hindi na makakita ng pagbabago sa *margarine*.



- Ano ang nangyari sa *margarine*?

Tandaan: Habang pinapainit ang *margarine* at hinahalo ito, ihahalo mo ang parehong dami ng *margarine* sa parehong uri ng tasa nang hindi iniinit. Obserbahan ang anumang nangyayari sa *margarine* sa pamamagitan ng paghahalo lamang nito, o kung ang init ba ang talagang nagdudulot ng pagkatunaw.

B. Ano ang mangyayari kapag pinalamig ang likidong *margarine*?

1. Kunin ang *paper cup* mula sa mainit na tubig at ilagay ito sa *paper cup* na may malamig na tubig. Sa pagkakataong ito, huwag hahaluin ang natunaw na *margarine*.



2. Kunin ang *paper cup* na may *margarine* mula sa mainit na tubig at ilagay ito sa *paper cup* na may malamig na tubig. Huwag haluin ang likidong *margarine*. Hayaan lamang ito na nasa cup na may tubig na malamig. Dahan-dahang hawakan ang *margarine* gamit ang iyong *Popsicle stick*. Kung ang *margarine* ay mukhang matigas na, kayurin ito gamit ang *Popsicle stick*.

- *Ano ang napansin mo matapos ilagay ang margarine sa malamig na tubig sa loob ng ilang minuto?*
-
-

C. Ano ang mangyayari kapag ginawa nating gas ang likidong tubig?

Pinakamainam na gawin ang eksperimentong ito sa labas o malapit sa bukas na bintana ng silid.

1. Ilubog mo ang iyong hintuturo sa tubig, pagkatapos ay itaas ito.
 - *Ano ang nakikita at nararamdaman mo?*
-

D. Ano ang mangyayari kapag ginawa nating likido ang Gas?

1. Kumuha ng tela, basain at saka pisilin para maalis ang sobrang tubig.
2. Ilagay ang tela sa loob ng isang *plastic bag*. Mag-*trap* ng hangin sa loob ng bag at i-seal ito.



3. Iwanan ang bag sa isang mainit na lugar, tulad ng direktang init mula sa sikat ng araw, sa loob ng 30 minuto. Ano ang nakikita mo?_____
-

- Sa eksperimentong ito ay pinalamig natin ang isang gas (singaw ng tubig), ngunit ano ang mangyayari kapag pinalamig natin ang isang likido? (Isipin kung paano ka gumagawa ng ice cubes).

- Alin ang nagiging sanhi ng fog: evaporation o condensation? Bakit?

REFERENCES

<https://www.acs.org/content/acs/en/education/resources/k-8/inquiryinaction/second-grade/chapter-5/lesson-5-1-changes-caused-by-heating-and-cooling.html>

<https://www.scienceinschool.org/article/2012/energy-2/>

www. bbc.co.uk/schools/ks2bitesize/ science/materials or use the shorter link: <http://tinyurl.com/ceyt6te>

For inquiries or feedback, please write or call:

Department of Education – Region III

Schools Division of Angeles City

Jesus St., Pulungpulu
Angeles City, 2009 Pampanga

Telephone No.: (045) 322-4101

Email Address: angeles.city@deped.gov.ph