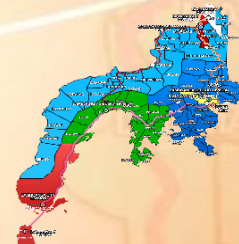




Republic of the Philippines
Department of Education
Region IX – Zamboanga Peninsula



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- JANUARY**
Matugiton
- FEBRUARY**
Mahigugmaon
- MARCH**
Matinabangon
- APRIL**
Matinahuron
- MAY**
Mahapsay og Malimpyo
- JUNE**
*Maabtik og Masunod sa
Dhaklong Oras*
- JULY**
Maantigo og Maabilidad
- AUGUST**
*Maginhuhunagon
para sa Uban*
- SEPTEMBER**
Madaginoton
- OCTOBER**
Matinud-anon
- NOVEMBER**
Masaligan
- DECEMBER**
Maalampon

Quarter 4 - Module 8
Harmful Effects of
Sun's Heat to People,
Plants and Animals



Name of Learner: _____
 Grade and Section: _____
 Name of School: _____



What I Need to Know

Make observations of the effects of the sun to people, plants, and animals. **(S3ES-IVg-h-6)**

Hi guys! Allow us to check whether you know all these.

ACTIVITY 1: “CHECK THESE OUT”

Directions: Check (✓) the activities which are done during sunny days.

- _____ 1. Using a raincoat on sunny days.
- _____ 2. Playing under the sun at noontime.
- _____ 3. Playing in the rain.
- _____ 4. Using an umbrella on sunny days.
- _____ 5. Wearing thick clothes.



What's In

Hi there! I think you are eager to start. Let us answer first the activity.

ACTIVITY 1: “DRAW ME”

Directions: Draw a happy face 😊 on the blank if it expresses the effects of the heat of the sun and a sad face ☹️ if it is not.

- _____ 1. Use an umbrella when leaving the house.
- _____ 2. Playing under the heat of the sun.
- _____ 3. Use a hat as protection from the sun.
- _____ 4. Apply sunblock to the body.
- _____ 5. Go everywhere even when the weather is hot.



What's New

Hi there! Now let us proceed!

ACTIVITY 2 “WHAT DO I DO”

Procedure:

1. Light the burner.
2. Hold the eggplant with a kitchen tong near the fire for three minutes.
3. Repeat the procedure for the tomato. Use the kitchen tong.
4. Observe the skin of the eggplant and tomato.

Questions:

Write the answers in your Activity notebook.

- a. Did you see some changes in the skin of eggplant and tomato after holding it near the alcohol lamp? What are they?
- b. Did you see some changes in the skin of the tomato after putting it over the alcohol lamp? What are they?
- c. Draw the appearance of tomato and eggplant before and after they were placed near the alcohol lamp. Do this in your notebook.

	Appearance before burning	Appearance after burning
Eggplant		
Tomato		

- d. Why do you think the skin appears burned or dark?
- e. Can the changes in the skin of eggplant and tomato happen in the skin of people? How?
- f. What are the effects of too much heat on people?
- g. Gather pictures of people who work under the sun for long hours. Describe the effect of the sun on the people.



What is It

Hi there! Let us learn more!



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The girl needs to put on sunglasses to protect her eyes from the glaring brightness of the sun during sunny days.

Mother and the children are wearing thin, cotton beachwear. They wear hats to protect their heads from the heat of the sun and to shade their eyes.

She protects herself from getting exposed to the harmful effects of the sun.



What's More

You have made considerable progress in your module! Now answer the following activities. Good luck!

ACTIVITY 3: "WRITE ME"

Directions: Write YES if the statement shows precautionary and safety measures to protect the people, plants, and animals from getting hurt from the sun's heat and light and NO if it is not.

- ___ 1. Playing under the sun at noontime.
- ___ 2. Drink plenty of water.
- ___ 3. Swimming in a flooded area.
- ___ 4. Put plants in shaded areas if the sun's heat turns very hot.
- ___ 5. Give water to animals so they will not get thirsty.



What I Have Learned

Awesome! You have reached this track. Now come on let us do this!

Directions: Answer the following questions correctly.

1. What pieces of evidence show that heat from the sun can kill plants and animals?

2. Why is it not good to look directly at the sun?

3. Why do we have to practice safety and precautionary measures to avoid getting hurt from the sun's heat and light?



What I Can Do

You have come a long way in your module. It means you really understand

ACTIVITY 4: "CROSS ME OUT"

Directions: From the pictures below, cross the things that can protect people, plants and animals from the sun's heat and light.



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<https://bit.ly/3cn2PrT>



Assessment (Set A)

You're almost done! But first, let us answer the activity below.

Directions: Encircle the letter of the best answer.

1. What is the characteristic of the sun?
A. warm and hot C. lots of clouds
B. hot and shiny D. on the shadow of the clouds
2. Which part of the body is in danger to prolonged exposure to the sun?
A. stomach B. heart C. skin D. tongue
3. Which of the following is a sign that the earth is completely affected by the heat of the sun?
A. There is moist everywhere. C. The plants bloom.
B. The soil is very dry. D. The weather is cold.
4. What will happen to the plant if the sun is too hot?
A. grow fast B. will die C. will multiply D. will bloom.
5. What will happen to animals if they experience a very hot weather?
A. will die B. grow healthy C. quickly grow D. feels good



Assessment (Set B)

Directions: Write E on the space provided before each number if the statement express the effect of the sun's heat. S if it expresses a safe procedure against the effects of the sun's heat.

- ___ 1. Joseph had a sunburn on his face and back.
- ___ 2. The plant of Mary weakens because of extreme sunlight.
- ___ 3. Ana uses an umbrella wherever she goes.
- ___ 4. Use caps or umbrellas on sunny days.
- ___ 5. Aling Elsa make use of a head covering while selling vegetables.



Additional Activities

We are down to the last activity. Best of luck!

Directions: Write True before the number if the statement is correct and False if the statement is wrong.

- _____ 1. When the weather is hot, animals look for cool places.
- _____ 2. Use an umbrella when walking under a very hot sun.
- _____ 3. Staying in the sun for a long time.
- _____ 4. Drink plenty of water and fruit juices.
- _____ 5. Cutting or destroying trees will make them grow healthy.

Answer Key

Science 3 Quarter 4 – Week 8

<p>What I Know Activity 1</p> <ol style="list-style-type: none"> 1. 2. / 3. 4. / 5. 	<p>What's In Activity 2</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 	<p>What's New Activity 3</p> <p>Pupils' answers may vary.</p>	<p>What I Have Learned</p> <p>Pupils' answers may vary.</p>
<p>What's More Activity 4</p> <ol style="list-style-type: none"> 1. No 2. Yes 3. No 4. Yes 5. Yes 	<p>Assessment Set A</p> <ol style="list-style-type: none"> 1. A 2. C 3. B 4. B 5. A 	<p>What Can I Do Activity 5</p>	<p>Additional Activities</p> <ol style="list-style-type: none"> 1. True 2. True 3. False 4. True 5. False
	<p>Assessment Set B</p> <ol style="list-style-type: none"> 1. S 2. E 3. S 4. E 5. S 		

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DEVELOPMENT TEAM	REGION IX HYMN	THE FOOTPRINTS PRAYER
<p>Writer: Jonahlyn P. Comique Teacher II/Dao E/S</p> <p>Editor: Eva M. Dumas-og Teacher III/Camp Abelon E/S</p> <p>Reviewer: Mila P. Arao</p> <p>Illustrator:</p> <p>Layout Artist:</p> <p>Management Team:</p> <p>DANNY B. CORDOVA, Ed.D.CESO VI Schools Division Superintendent</p> <p>MARIA COLLEEN L. EMORICHA, Ed.D.CESE Assistant Schools Division Superintendent</p> <p>MARIA DIOSA Z. PERALTA CID Chief</p> <p>MA. MADELENE P. MITUDA, Ed.D Education Program Supervisor-LRMDs</p> <p>MILA P. ARAO Education Program Supervisor-Science</p>	<p>Here the trees and flowers bloom Here the breezes gently blow Here the birds sing merrily, The liberty forever stays,</p> <p>Here the Badjaos swam the seas Here the Samals live in peace Here the Tausogs thrive so free With the Yakans in unity</p> <p>Gallant men and Ladies fair Linger with love and care Golden beams of sunrise and sunset Are visions you'll never forget Oh! That's Region IX</p> <p>Hardworking people Abound, Every valleys and Dale</p> <p>Zamboangueños, Tagalogs, Bicolanos, Cebuanos, Ilocanos, Subanons, Boholanos, Ilongos,</p> <p>All of them are proud and true Region IX our Eden Land... Region IX our Eden Land...</p>	<p>One night I had a dream. I dreamed that I was walking along the beach with the LORD.</p> <p>In the beach, there were two (2) sets of footprints – one belong to me and the other to the LORD.</p> <p>Then, later, after a long walk, I noticed only one set of footprints.</p> <p>“And I ask the LORD. Why? Why? Why did you leave me when I am sad and helpless?”</p> <p>And the LORD replied “My son, My son, I have never left you. There was only one (1) set of footprints in the sand, because it was then that I CARRIED YOU!</p>

