Science
Quarter 1 – Module 1:
Classifying Objects and Materials
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Science
Quarter 1 – Module 1:
Classifying Objects and Materials
Introductory Message

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher’s assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. And read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

Thank you.
What I Need to Know

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

The module is divided into four lessons, namely:

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

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

1. Identify and describe objects and materials at home, in school, and the surroundings and classify them as solid, liquid, and gas.
2. Recognize and describe the observable characteristics of solid as to color, size, shape, and texture.
3. Describe observable characteristics of liquid as to its ability to flow and how they occupy space.
4. Name and describe observable characteristics of gas.
Directions: Choose the letter of the best answer. Write the chosen letter on a separate sheet of paper. If you answer all the five questions modules correctly, you may skip this module, but if you do not, you will continue with the activities of this module.

1. Helen walks to school every day. One afternoon, when she was on her way back to their house, it rained very hard. “Aha! It is good that I brought with me my umbrella”, she said. The rain is an example of _____.
   A. solid    B. liquid    C. gas    D. solid and gas

2. A ripe mango is yellow. Which characteristic of solid determines the underlined word?
   A. size    B. shape    C. color    D. texture

3. Which of the following materials is gas?
   A. smoke    B. water    C. alcohol    D. paper

4. Which of the following is NOT true?
   A. Solid has weight and occupies space.
   B. Liquid flows and takes the shape of the container.
   C. Gas is everywhere. It has weight and it occupies space.
   D. Liquid and gas have no weight but occupy space.

5. Which of the following statement is true?
   A. Solid objects and materials can be classified as to color, size, shape, and texture.
   B. Gas cannot fill the shape of the container.
   C. Liquid flows and has no weight.
   D. Solid, liquid, and gas can be classified according to shape and odor only.
Objects and Materials Around Us and their Properties

Matter Around Us
By: Amor M. Garcia

Solid, Liquid, Gas
These are things around us
We can see them; we can touch them
And sometimes we can only feel them

Solid, Liquid, Gas, we see them every day
We feel them every day; they are lovely
Cause they differ in many ways

They differ in size; they differ in shape.
They even differ in color, especially their texture
Solid, Liquid, Gas... they are useful for us

Let us observe them and learn more about them.
What's In

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

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

What's New

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

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

Let us explore more about them and their properties!
What is It

Examples of solids are flowers, tables, and chairs. Solids have shape, color, texture, and size.

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

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

What's More

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

- pencil
- juice
- smoke from the car
- Air coming out from the balloon
- water container
- milk in a glass
Which object is solid? __________________
Which object is liquid? __________________
Which object is gas? ________________

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

____1. Sweet juice

____2. An empty glass

____3. A kilo of nail

____4. Creamy milk

____5. Air in the balloon

What I Have Learned

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

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

<table>
<thead>
<tr>
<th>Solid</th>
<th>Liquid</th>
<th>Gas</th>
</tr>
</thead>
</table>

Answer the following questions.

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

   __________________________________________________________

Assessment

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

_____1. Solid has no definite shape and weight.

_____2. A solid can be described through its shape, color, size and texture.

_____3. Liquid has the ability to flow.

_____4. Gas occupies the space of the container.

_____5. Liquid and gas take the shape of the container.
Directions: Compare the following states of matter. Write Yes if the statement will answer the state of matter and No if it is not.

<table>
<thead>
<tr>
<th>Description</th>
<th>Solid</th>
<th>Liquid</th>
<th>Gas</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. It can be touched.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. It can be seen.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. It has definite shape.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. It has volume.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. It takes the shape of the container.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In the previous lesson, you have learned that there are three forms or states of matter namely solid, liquid, and gas. In this lesson, you will learn more about solid. Solid has different observable characteristics. It has shape, size, color, and texture.

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

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

You can describe the objects and materials' texture through your sense of touch, whether it is rough, hard, and soft.
What's New

Describe how these of objects were classified. Try this.

<table>
<thead>
<tr>
<th>Object</th>
<th>Color</th>
<th>Shape</th>
<th>Size</th>
<th>Texture</th>
</tr>
</thead>
<tbody>
<tr>
<td>ball</td>
<td>red</td>
<td>circle</td>
<td>small</td>
<td>rough</td>
</tr>
<tr>
<td>book</td>
<td>green</td>
<td>rectangle</td>
<td>big</td>
<td>smooth</td>
</tr>
<tr>
<td>box</td>
<td>blue</td>
<td>square</td>
<td>small</td>
<td>smooth</td>
</tr>
<tr>
<td>wall clock</td>
<td>black</td>
<td>circle</td>
<td>big</td>
<td>smooth</td>
</tr>
<tr>
<td>pillow</td>
<td>yellow</td>
<td>square</td>
<td>big</td>
<td>smooth</td>
</tr>
</tbody>
</table>

For Example:

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

Now it is your turn!

Look for solid materials around you. List them below and tell their observable characteristics. Do this in your notebook.
Activity 1. Connect the solid in Column A with its opposite size in Column B.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="1" alt="Image" /></td>
<td><img src="2" alt="Image" /></td>
</tr>
<tr>
<td><img src="3" alt="Image" /></td>
<td><img src="4" alt="Image" /></td>
</tr>
<tr>
<td><img src="5" alt="Image" /></td>
<td><img src="6" alt="Image" /></td>
</tr>
<tr>
<td><img src="7" alt="Image" /></td>
<td><img src="8" alt="Image" /></td>
</tr>
<tr>
<td><img src="9" alt="Image" /></td>
<td><img src="10" alt="Image" /></td>
</tr>
</tbody>
</table>
Activity 2. Mark (/) if the object is **Rough** and (x) if the object is **Smooth**.

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

1. What are the observable characteristics of solid objects?

What's More

Let us master this!

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

<table>
<thead>
<tr>
<th></th>
<th>Shape</th>
<th>Color</th>
<th>Size</th>
<th>Texture</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>![Round Object]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>![Conical Object]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>![Rectangular Object]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>![Flat Object]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>![Book Object]</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**What I Have Learned**

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

**What I Can Do**

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

<table>
<thead>
<tr>
<th>Object</th>
<th>Name</th>
<th>Color</th>
<th>Shape</th>
<th>Size</th>
<th>Texture</th>
</tr>
</thead>
<tbody>
<tr>
<td>🍊</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>🛋️</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>🗑️</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>🾯</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>🎮</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Assessment**

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

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____1. round table</td>
<td>A. size</td>
</tr>
<tr>
<td>_____2. green mango</td>
<td>B. shape</td>
</tr>
<tr>
<td>_____3. rough surface</td>
<td>C. color</td>
</tr>
<tr>
<td>_____4. big notebook</td>
<td>D. texture</td>
</tr>
<tr>
<td>_____5. soft pillow</td>
<td></td>
</tr>
</tbody>
</table>

**Additional Activities**

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

![Graphic Organizer Diagram]

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CO_Q1_Science 3_ Module 1
Lesson 3

Liquid Objects or Materials and their Characteristics

What's In

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

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

Notes to the Teacher

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

Observe the drawing.

How does the liquid flow?

Picture 1

Picture 2

How does the liquid flow?

Picture 1

CO_Q1_Science 3_ Module 1
Observe the different characteristics of liquid. Record or write your observations

Let us try these.

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

Answer the following questions:

1. What have you observed when you poured water on a glass? __________________________

2. What have you observed when you fill in a basin with water? How did you do it? ______________________

3. When you compare the shape of the water in a glass and in a basin. What have you observe? ______________

What’s New

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

A. Taste Chart

<table>
<thead>
<tr>
<th>Liquids</th>
<th>Taste</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sweet</td>
</tr>
<tr>
<td>Vinegar</td>
<td></td>
</tr>
<tr>
<td>Chocolate milk</td>
<td></td>
</tr>
<tr>
<td>Ampalaya soup</td>
<td></td>
</tr>
<tr>
<td>Soy sauce</td>
<td></td>
</tr>
<tr>
<td>Lemon juice</td>
<td></td>
</tr>
</tbody>
</table>
## B. Smell or odor Chart

<table>
<thead>
<tr>
<th>Liquids</th>
<th>Smell or odor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>Perfume</td>
<td></td>
</tr>
<tr>
<td>Gasoline</td>
<td></td>
</tr>
<tr>
<td>Bleach</td>
<td></td>
</tr>
<tr>
<td>Fabric conditioner</td>
<td></td>
</tr>
<tr>
<td>Cologne</td>
<td></td>
</tr>
</tbody>
</table>
**What is It**

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

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

<table>
<thead>
<tr>
<th>Name of Liquid</th>
<th>Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Color</td>
</tr>
<tr>
<td>Soy sauce</td>
<td></td>
</tr>
<tr>
<td>Honey</td>
<td></td>
</tr>
<tr>
<td>Fish sauce</td>
<td></td>
</tr>
<tr>
<td>Perfume</td>
<td></td>
</tr>
<tr>
<td>Shampoo</td>
<td></td>
</tr>
</tbody>
</table>
What's More

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

<table>
<thead>
<tr>
<th>oil</th>
<th>cola</th>
<th>honey</th>
<th>soy sauce</th>
<th>ketchup</th>
</tr>
</thead>
</table>

Flows fast

Flows slow

What I Have Learned

✓ Liquid takes the shape of the container
✓ Liquid can be poured and flows fast or slow.
✓ Liquids have different colors, like black, white, and yellowish. Some are colorless.
✓ Liquids vary in taste. Some are sweet, sour, bitter, or salty.
✓ Liquids have good or bad smells or odors. Some are odorless.
Describe how the following materials flow.
Direction: Choose your answer in the word bank to complete the sentence.

Word Bank: whiter sweeter faster

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

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

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

Additional Activities

Direction: Blacken the box if the statement describes liquid.

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

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

Have you tried flying a kite?

How did the kite fly?  
What did the kite need to fly?
What's New

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

Study the picture.

Answer the following questions:
1. What was the boy doing? __________________________
2. How did he do it? __________________________
3. What did you discover? __________________________

What is It

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

Observe the picture.
It is your turn to do this!

1. Blow air in the balloon or plastic bag. What happened?

2. Why do you think it happened?

**What’s More**

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

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

**What I Have Learned**

- Gas does not have a definite shape and size.
- Gas spreads out to fill its container.
- Air fills and moves freely in the container.
**What I Can Do**

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

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

**Assessment**

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

Gas is another state of ________. It does not have definite ________and __________. It spreads out to fill its _______. Moreover, gas cannot be seen but we can ______it like the air.

**Additional Activities**

Directions: Look at the words in box. Check those that you think are example of gas.

<table>
<thead>
<tr>
<th>Inflated balloon</th>
<th>oxygen tank</th>
<th>thin book</th>
</tr>
</thead>
<tbody>
<tr>
<td>block of wood</td>
<td>marbles</td>
<td>steam</td>
</tr>
<tr>
<td>pineapple juice</td>
<td>fire extinguisher</td>
<td>air pump</td>
</tr>
</tbody>
</table>
Group the following objects below. Draw and write their names on the proper column.

<table>
<thead>
<tr>
<th>Solid</th>
<th>Liquid</th>
<th>Gas</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. How did you classify the objects?
Additional Activities

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

<table>
<thead>
<tr>
<th>ballpen</th>
<th>lemon juice</th>
<th>scissor</th>
<th>ink</th>
<th>bath soap</th>
<th>oil</th>
<th>eye glass</th>
<th>oxygen</th>
<th>smoke</th>
<th>vinegar</th>
<th>plastic balloon</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Object</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Balloon</td>
<td></td>
</tr>
<tr>
<td>2. Flowing water</td>
<td></td>
</tr>
<tr>
<td>3. Smoke</td>
<td></td>
</tr>
<tr>
<td>4. Sunkist Cola</td>
<td></td>
</tr>
<tr>
<td>5. LPG</td>
<td></td>
</tr>
</tbody>
</table>
Answer Key

Lesson 4
What's More
Directions: Put a check mark on the object that can be filled with air.

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

What I Can Do
1. Yes
2. No
3. No
4. Yes
5. No

Additional Activities

LESSON 4: Assessment

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

Additional: Test the following objects below. Cross and write the names.

LESSON 4: Assessment

<table>
<thead>
<tr>
<th></th>
<th>/</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clog</td>
<td>/</td>
</tr>
<tr>
<td>File</td>
<td>/</td>
</tr>
<tr>
<td>Comb</td>
<td>/</td>
</tr>
<tr>
<td>Plastic container</td>
<td>/</td>
</tr>
<tr>
<td>Pen</td>
<td>/</td>
</tr>
<tr>
<td>Pencil</td>
<td>/</td>
</tr>
<tr>
<td>Good</td>
<td>/</td>
</tr>
<tr>
<td>Bad</td>
<td>/</td>
</tr>
</tbody>
</table>

1. Smell or odor Chart

LESSON 4: Assessment
### Additional Activities

<table>
<thead>
<tr>
<th>Shape</th>
<th>Color</th>
<th>Texture</th>
<th>Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>round, square, triangle</td>
<td>white, black, yellow, red, blue, violet</td>
<td>rough, smooth, hard, soft</td>
<td>small, big, tall, long, short</td>
</tr>
</tbody>
</table>

### Lesson 2

**Activity 3**

Mark ( / ) if the object is HARD and (x) if the object is SOFT.

<table>
<thead>
<tr>
<th>Object</th>
<th>Shape</th>
<th>Color</th>
<th>Texture</th>
<th>Size</th>
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Letter H: H

What’s More

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<th>Texture</th>
<th>Size</th>
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Letter H: H

What’s More
Lesson 2

What Is It

Activity 2

Mark (✓) if the object is ROUGH and ( X ) if the object is SMOOTH.

What I know

1. B

2. C

3. A

4. D

5. A

Lesson 2

What's In

Questions:

- Which object is solid? Pencil, water container
- Which object is liquid? Juice, milk in a glass
- Which object is gas? Smoke from the car, air coming out the balloon

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

1. L

2. S

3. S

4. L

5. G

What I Can Do

Assessment Directions: Write T if the statement is true and F if it is false. Write may vary depending on the learner.

1. F

2. F

3. T

4. T

5. C

What's More

Which object is liquid? Juice, milk in a glass
Which object is solid? Pencil, water container
Which object is gas? Smoke from the car

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

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

Additional Activities:

- Connect the solid in column A with its opposite size in column B.
- Compare the following states of matter. Write YES if the description will answer the state of matter and NO if it is not.

Object | Color | Shape | Size | Texture
--- | --- | --- | --- | ---
Solid | | | | |
Liquid | | | | |
Gas | | | | |

Additional Activites:

1. If the statement is true, write T. If it is false, write F. The answer will differ depending upon the learner.

What's New

Example:

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

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

Object | Color | Shape | Size | Texture
--- | --- | --- | --- | ---
Solid | | | | |
Liquid | | | | |
Gas | | | | |

Additional Activites:

- Connect the solid in column A with its opposite size in column B.
- Compare the following states of matter. Write YES if the description will answer the state of matter and NO if it is not.

Object | Color | Shape | Size | Texture
--- | --- | --- | --- | ---
Solid | | | | |
Liquid | | | | |
Gas | | | | |

Additional Activites:

1. If the statement is true, write T. If it is false, write F. The answer will differ depending upon the learner.
References


For inquiries or feedback, please write or call:

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