



Republic of the Philippines
Department of Education
CORDILLERA ADMINISTRATIVE REGION
SCHOOLS DIVISION OFFICE OF BAGUIO CITY



July 28, 2025

DIVISION MEMORANDUM

No. **439-2025**

DISSEMINATION OF TABLE OF SPECIFICATIONS AND LEARNING ACTIVITY SHEET TEMPLATES IN SCIENCE

To: All Chief Education Supervisors
Education Program Supervisors
Public School District Supervisors
Secondary School Heads
Others Concerned

1. In line with DepEd Order No. 8, s. 2015, **Policy Guidelines on Classroom Assessment for the K To 12 Basic Education Program**, and the enhanced K to 10 Curriculum for Science, this Office, through the Curriculum Implementation Division hereby issues the Table of Specifications (ToS) template for quarterly assessments and Learning Activity Sheet (LAS) format in Science.
2. This initiative is intended to strengthen instructional alignment and support the development of valid and reliable assessment tools across all grade levels, in accordance with the prescribed curriculum standards. It also aims to ensure the availability of quality learning materials that may be used in various learning modalities, including alternative delivery modes.
3. For reference, kindly see the following enclosures:
Enclosure 1. Table of Specification Template
Enclosure 2. Dimensions of the Table of Specifications in Science
Enclosure 3. Sample Learning Activity Sheet.
4. Teachers are encouraged to submit their developed Learning Activity Sheets (LAS) for quality assurance by uploading them to a designated Google Drive folder to be shared in official science group chats.
5. For any inquiries, you may contact Juliet C. Sannad, CID Chief, at telephone number 074-619-3491.
6. Immediate and wide dissemination of this Memorandum is desired.

SORAYA T. FACULO PhD, CESO VI
Schools Division Superintendent



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Enclosure 1. Table of Specification Template

Grade 4-Third Quarter										
CONTENT	Quarter: 3 LEARNING COMPETENCY The learners ...	No. of hrs/ min	No. of Items	Context	ITEM PLACEMENT					
					TYPE OF KNOWLEDGE/COGNITIVE PROCESS			DEPTH OF KNOWLEDGE		
					Conceptual (50%)	Procedural/ skills (30%)	Epistemic / Valuing (20%)	Low (20%)	medium (50%)	High (30%)
1. Forces and movement 2. Observing, measuring, and predicting 3. Magnets 4. Sound, light, and heat energy	1. participate in guided activities to discover and predict how rigid and soft objects can be moved and/or changed in shape;									
	2. measure accurately the distance and time when things move using simple equipment;									
	3. identify that how far an object moves in a given time is called speed;									
	4. construct and label simple graphs of different speeds including stationary and uniform speeds,									





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both fast and slow;									
5. participate in guided activities to demonstrate that pushes and pulls can be used to change the speed and direction of an object including making it go faster, turn it to a different direction, slow it down, and stop it;									
6. demonstrate through guided activities that pushes and pulls can be used to change the speed and direction of an object									
7. determine how forces can change the shape of objects such as when they are pushed, pulled, stretched, bent, twisted, or squeezed;									
8. carry out guided investigations to identify the properties of magnets, including how they affect other magnets and objects made of different materials;	225 min	5		1: R-identifying 4: U-Classifying	5: Ap-Predicting	2: E-justifying 3: An-Infering	1	2,4	3,5
9. identify examples of how objects can affect other objects even when they are not in contact with each other, such as magnets attracting other objects, light from the sun affecting our eyes, and skin, and									



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loud noises hurting our ears;										
10. identify that energy is something that can cause change including light, sound, and heat energy; and										
11. observe and identify sources and uses of light, sound, and heat energy at school, at home and in the local community.										
Total	1665	40			20	12	8	8	20	12

*notes: Cognitive process-remembering(R), understanding(U), applying (Ap), analyzing (An), evaluating(E), creating(C)

*The placement of items across the **cognitive process and knowledge dimensions** follows **Anderson and Krathwohl's Revised Bloom's Taxonomy (2001)**, as adopted in **DepEd Order No. 8, s. 2015**. It also aligns with the **strands of science education** outlined in the **K to 12 Science Curriculum Framework** and the **PISA 2025 Science Framework**. Indicators for **depth of knowledge** are informed by the **SOLO Taxonomy** and **Webb's Depth of Knowledge Model**, as integrated into the **PISA 2025 Science Framework***

**50 items for secondary*



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Enclosure 2. Dimensions of the Table of Specifications

DIMENSIONS OF THE TABLE OF SPECIFICATIONS

1. COGNITIVE DIMENSIONS

The Cognitive Dimension of the Revised Bloom's Taxonomy outlines six levels of cognitive processes involved in learning, arranged in increasing order of complexity: **remembering, understanding, applying, analyzing, evaluating, and creating**. These levels are not strictly hierarchical when considering item difficulty. Action verbs for each level are shown in the table below. These performance levels are **crossed** with the knowledge dimensions.

Bloom's Taxonomy Action Verbs

Definitions	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Bloom's Definition	Remember previously learned information.	Demonstrate an understanding of the facts.	Apply knowledge to actual situations.	Break down objects or ideas into simpler parts and find evidence to support generalizations.	Compile component ideas into a new whole or propose alternative solutions.	Make and defend judgments based on internal evidence or external criteria.
Verbs	<ul style="list-style-type: none"> • Arrange • Define • Describe • Duplicate • Identify • Label • List • Match • Memorize • Name • Order • Outline • Recognize • Relate • Recall • Repeat • Reproduce • Select • State 	<ul style="list-style-type: none"> • Classify • Convert • Defend • Describe • Discuss • Distinguish • Estimate • Explain • Express • Extend • Generalized • Give example(s) • Identify • Indicate • Infer • Locate • Paraphrase • Predict • Recognize • Rewrite • Review • Select • Summarize • Translate 	<ul style="list-style-type: none"> • Apply • Change • Choose • Compute • Demonstrate • Discover • Dramatize • Employ • Illustrate • Interpret • Manipulate • Modify • Operate • Practice • Predict • Prepare • Produce • Relate • Schedule • Show • Sketch • Solve • Use • Write 	<ul style="list-style-type: none"> • Analyze • Appraise • Breakdown • Calculate • Categorize • Compare • Contrast • Criticize • Diagram • Differentiate • Discriminate • Distinguish • Examine • Experiment • Identify • Illustrate • Infer • Model • Outline • Point out • Question • Relate • Select • Separate • Subdivide • Test 	<ul style="list-style-type: none"> • Arrange • Assemble • Categorize • Collect • Combine • Comply • Compose • Construct • Create • Design • Develop • Devise • Explain • Formulate • Generate • Plan • Prepare • Rearrange • Reconstruct • Relate • Reorganize • Revise • Rewrite • Set up • Summarize • Synthesize • Tell • Write 	<ul style="list-style-type: none"> • Appraise • Argue • Assess • Attach • Choose • Compare • Conclude • Contrast • Defend • Describe • Discriminate • Estimate • Evaluate • Explain • Judge • Justify • Interpret • Relate • Predict • Rate • Select • Summarize • Support • Value

Anderson, L. W., & Krathwohl, D. R. (2001). A taxonomy for learning, teaching, and assessing, Abridged Edition. Boston, MA: Allyn and Bacon.

2. KNOWLEDGE DIMENSIONS

The knowledge dimension, the second dimension in the Revised Bloom's taxonomy, lays out the types of knowledge that learners are expected to acquire. These include conceptual, procedural, and epistemic knowledge.



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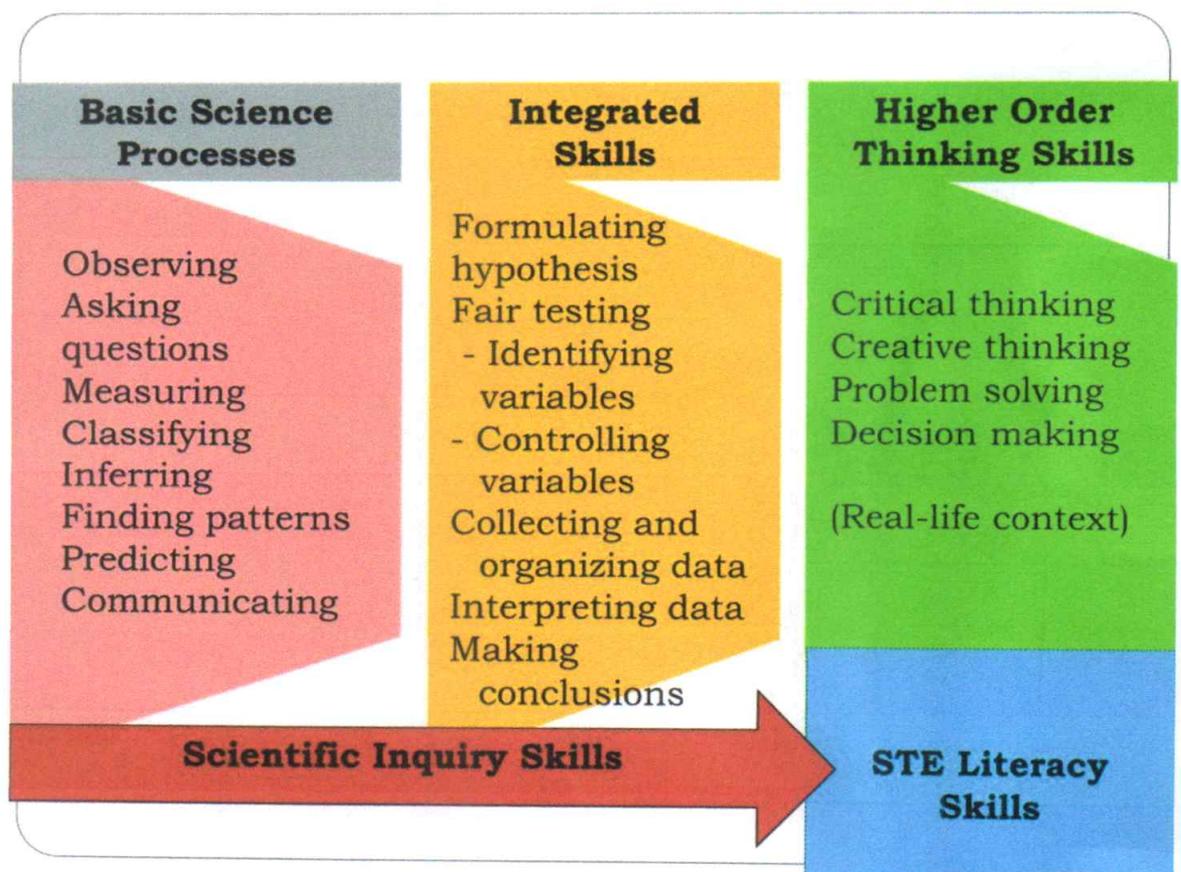
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A. Conceptual knowledge

Knowledge of the facts, concepts, ideas, and theories about the natural world that science has established.

B. Procedural knowledge

Knowledge of the procedures that scientists use to establish scientific knowledge. The diagram below visually organizes the **progression of science process skills and thinking skills** in science education, showing how they build upon each other to develop full **scientific literacy**.



Source: <https://www.slideserve.com/fergal/science-in-the-k-to-12>

Critical Thinking

The ability to analyze, evaluate, and synthesize information from multiple sources, distinguish facts from opinions, assess the validity of evidence and arguments, and draw reasoned conclusions.

- *In assessments:* Students are expected to identify relevant information, detect bias, and assess the strength of arguments.
- *Example skill tested:* "Evaluate which scientific explanation best fits the observed data."



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Creative Thinking

The capacity to generate novel and useful ideas, explore possibilities, approach problems from new angles, and develop original solutions or representations.

- *In assessments:* Students may be asked to predict outcomes, suggest innovative solutions, or propose alternative explanations.
- *Example skill tested:* “Design an investigation to solve a local environmental issue.”

Problem Solving

The process of identifying a challenge, analyzing it, and applying knowledge, logic, and strategies to reach a solution.

- *In assessments:* Problems are often contextualized in real-life or science-based scenarios requiring the integration of concepts and skills.
- *Example skill tested:* “Given the symptoms and experimental results, determine the cause of the plant disease.”

Decision Making

The ability to choose the best course of action from a set of alternatives based on evidence, values, predicted outcomes, and constraints.

- *In assessments:* Students weigh evidence or consequences to choose or justify a position.
- *Example skill tested:* “Which among the energy sources is most sustainable for a rural community? Justify your answer.”

C. Epistemic Knowledge

Epistemic knowledge is about **knowing how** science works; knowledge of the function of science procedures in justifying any claims advanced by science. It refers to the understanding of how scientific knowledge is constructed, justified, and evaluated. It encompasses the processes, norms, and justifications that guide scientific inquiry and distinguish science from other forms of knowledge.

Attitudes and values are about **acting in line** with how science should be done such as honesty, curiosity, creativity, ec.

Procedural and epistemic knowledge serve two functions. First, such knowledge is required by individuals to appraise scientific investigations and decide whether they have followed appropriate procedures and whether the conclusions are warranted. Second, individuals who have this knowledge should be able to evaluate, at least in broad terms, whether a scientific question has been investigated appropriately.

Below are **sample questions** for each of the **elements of epistemic knowledge**.

a. Nature of Science

- A group of students repeated their experiment on seed germination three times, using the same conditions each time. Why was this important in their investigation?
- A student explained that “plants grow toward light because they like the Sun.” Why is this explanation not scientific?
- A student says, “I believe water boils faster in cold weather.” How does this statement differ from scientific knowledge?



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- In an investigation on dissolving sugar in water, why should students follow the same steps and use the same amount of sugar each time?
- After experimenting on plant growth, a student concludes that “plants grow better with music.” What would make this conclusion more reliable?
- Which of the following is a scientific idea? And opinion?

b. Role of Evidence

- In an experiment, food coloring spreads faster in hot water than in cold. What evidence from the setup best supports that particles are always moving?
- Students tested how quickly water evaporates under different conditions. In which setup is the rate of evaporation likely the fastest?
- Two clear solutions were mixed. The students observed bubbling, and the container became warm. What evidence suggests a chemical change occurred?
- A class grew plants under different light conditions. Which piece of evidence best supports the conclusion that sunlight helps plants grow?
- A student observed that sugar dissolves faster in hot water than cold. What data would best support this observation?

c. Purpose and Role of Models

- A teacher shows a model of the solar system where the planets revolve around the Sun. What is the main purpose of using this model in class?
- A food web diagram is shown in science class. What does this model help students understand?
- Why do scientists use models of the atom even though atoms cannot be seen directly?
- In the particle model, gas particles are shown far apart and moving freely. What behavior of gases does this model explain?
- A student uses a diagram to explain why a heavy ball and a light ball fall at the same rate. What concept is the model helping to show?

d. Evaluating Claims

- A company claims their plant fertilizer doubles plant height in one week. What should you do to evaluate this claim?
- A student says, “Sugar is a pure substance.” Which observation supports this claim?
- A student pushes a toy car with different forces and measures its speed. Which data best supports that more force increases acceleration?
- A student claims that boiled water freezes faster than cold water. What is the best way to test this claim?
- An advertisement says a new cleaner kills 99% of germs. What should be done first to check if this is true?

e. Scientific Change and Uncertainty

- Scientists reclassified Pluto as a dwarf planet after discovering new objects in space. What does this show about scientific knowledge?
- Why might scientists change the way living things are grouped?



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- In an experiment on melting ice, why is it important to mention if the thermometer was not working well?
- Two students do the same experiment but get different results. What could explain this?
- Over time, scientists have revised the atomic model many times. Why does this happen?
- A scientist measures a leaf's length as 4.2 ± 0.1 cm. What does this show?

3. DEPTH OF KNOWLEDGE

Depth of knowledge refers to the **level of cognitive demand** required to complete a task, solve a problem, or respond to an assessment item. In PISA 2025, it describes the **complexity of thinking** involved in applying scientific knowledge, procedures, and epistemic understanding to real-world contexts.

Low (Recall and Recognition)

Carrying out a one-step procedure, for example, one that requires the recall and use of a fact, term, principle, or concept or locating a single point of information from a graph or table. A one-step procedure might also involve sorting using a single criterion, classifying with easily observable, macroscopic features, identifying one element of evidence that does or does not support a claim, or using everyday or simple school science concepts for explanations in familiar contexts e.g. why a metal spoon gets hot when placed in a hot drink.

Medium (Application and Interpretation)

Use an application of any of the three forms of (content, procedural, epistemic) knowledge to describe or explain phenomena, select appropriate procedures involving two or more steps, organize/display data, interpret or use simple data sets or graphs to support or question a claim, construct an argument from limited evidence in familiar contexts, or use standard models to explain in familiar contexts. Cognitively, this would require either the use of two or more steps in the reasoning using one idea, or relating two ideas/pieces of information in one step generally in familiar contexts. Identify from two or more pieces of evidence their appropriate or inappropriate use.

High (Evaluation and Justification)

Analyse more complex information or data, synthesize or evaluate evidence, justify, reason given various sources, develop a plan or sequence of steps to investigate and respond to a problem, or critique a flawed argument using complex or abstract concepts. Cognitively, this would require either the use of two or more steps in the reasoning, the use of two or more ideas, the evaluation of divergent claims, the consideration of rebuttals or qualifiers often in unfamiliar contexts, and the ability to make connections among two or more representations to develop meaning.



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Sample Assessment (Grade 4)

In a science class, a group of Grade 4 students wanted to find out which everyday objects are attracted to a magnet. They collected objects made of different materials and tested each one by placing a bar magnet near it. They recorded their results in a table:

Object	Material	Attracted to Magnet?
Safety pin	Steel	Yes
Eraser	Rubber	No
Screw	Iron	Yes
Cardboard	Paperboard	No
Foil wrapper	Aluminum	No
Coin (5-centavo)	Copper-nickel alloy	No
Hairpin	Steel	Yes
Plastic bottle cap	Plastic	No

1. Which object is most likely to be attracted to a magnet?
- A. Plastic bottle cap C. Foil wrapper
B. Screw D. Eraser

Cognitive Process: Remembering-Identifying

Type of Knowledge: Content/Conceptual

Depth of Knowledge: Low

The answer can be found directly in the table without requiring reasoning, analysis, or interpretation. The student simply identifies which object is magnetic

2. A student predicted that the foil wrapper would be attracted to the magnet. But it was not. What should the student do?
- A. Say the magnet is not working
B. Think that shiny things are never magnetic
C. Try to understand why aluminum is not magnetic
D. Only test soft materials next time

Cognitive Process-Evaluating – Deciding/Justifying

Type of Knowledge: Epistemic -role of evidence

Assesses the student's ability to revise thinking based on investigation results, highlighting how scientific understanding is built from evidence.

Depth of Knowledge: Medium

This item requires interpretation of unexpected results and making a reasoned decision. It goes beyond recall by asking students to reflect on the role of evidence in revising their thinking—a basic aspect of scientific reasoning.



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3. A student thought the foil wrapper would be attracted to the magnet because it is shiny and looks like metal. But it was not. What can we learn from this?
- A. Shiny materials are not attracted to magnets
 - B. Aluminum is not a real metal
 - C. Not all metals are attracted to magnets
 - D. The foil wrapper is too thin to be pulled by a magnet

Cognitive Process-Analyzing – Inferring

Type of Knowledge: Epistemic-value of evidence

Encourages students to correct a misconception and form a scientifically valid generalization based on evidence.

Depth of Knowledge: High

This item involves conceptual generalization and correcting a misconception. Students must analyze a mistaken assumption, evaluate evidence, and then arrive at a scientific generalization—this reflects strategic thinking and deeper understanding.

4. Based on the table, what kind of materials are usually attracted to magnets?
- A. All materials made of metal
 - B. Only sharp or pointed objects
 - C. Objects made of iron or steel
 - D. Small and light objects only

Cognitive Process-Understanding – Classifying

Type of Knowledge: Content/Conceptual

Depth of Knowledge: Medium

This item asks students to recognize a pattern in a data set and generalize it to a material property. It involves more than just recall because it requires analyzing data in a table, but the reasoning required is still relatively straightforward.

5. You are given a key made of metal, but you're not sure what kind. Based on the table of results, what is the best prediction about what will happen if you place a magnet near it?
- A. It will be attracted to the magnet because most metals are.
 - B. It will not be attracted because it's small.
 - C. It might be attracted if it is made of iron or steel.
 - D. It will not be attracted because it is smooth.

Cognitive Process-Applying-predicting

Type of Knowledge: Procedural- Predicting Based on Patterns-

This tests procedural knowledge—specifically, the use of patterns in data to make a reasoned prediction.

Depth of Knowledge: High

This question requires students to infer from incomplete data and reason probabilistically based on patterns. It involves prediction under uncertainty, connecting prior knowledge (magnetism of certain metals) to a new context.



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Enclosure 3. Sample Learning Activity Sheet

LEARNING ACTIVITY SHEET

Learning Area:	Science	Grade:	4
Quarter:	3	Week:	6
Lesson Title/ Topic:	Magnets		
Name:		Grade & Section:	

Learning Competency

Carry out guided investigations to identify the properties of magnets, including how they affect other magnets and objects made of different materials.

Activity__:
What kind of objects are attracted to a magnet?

Objective(s):

At the end of the lesson, you shall be able to identify the kind of objects that are attracted to magnets

Target Science Process Skills

Observing, classifying, predicting, inferring, communicating

What to use:

- 1 Bar magnet
- Strip of aluminum foil
- Paper clip
- Plastic straw
- Rubber band
- Staple wires
- Iron nail
- Toothpick
- Strip of paper
- Copper wire

Safety Precautions:

1. Make sure to handle the materials with care.
2. Do not drop or strike the magnet on any surface.

What to do:

1. Place the objects in a line on the tabletop. Make sure the objects are not too close to each other.



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2. Predict which object will be attracted to a magnet when it is brought close to it.
3. Under the Prediction column in the Data Table, place
 - a checkmark if you think the object will be attracted to a magnet; or
 - an x-mark if you think the object will not be attracted to a magnet.

Data Table

Object	Prediction Will the object be attracted to a magnet?	Material the object is made up of	Observation
Paper clip			
Rubber band			
Iron nail			
Paper			
Aluminum foil			
Marble			
Staple wires			
Toothpick			
Copper wire			

**Q1: Which objects did you predict would be attracted to the magnet?
Explain your answer.**



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Q2: Which objects did you predict would not be attracted to the magnet? Explain your answer.

4. Observe each object and identify what material each is made up of. Record your observation in the Data Table.
5. Place the magnet on the table with one end pointing towards the objects.

Objects								
1	2	3	4	5	6	7	8	9
Paper clip	rubber band	Iron nail	strip of paper	strip of aluminum foil	plastic straw	staple wires	toothpick	copper wire



6. Slowly push the magnet close to the objects one at a time. Make sure the magnet does not touch the objects.
7. Place a checkmark under the Observation column in the Data Table if the object is attracted to the magnet. If not, place an x-mark under the Observation column in the Data Table.

Q3: Were your observations the same as your predictions? Explain your answer.

Q4: Which objects were attracted to the magnet?



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Q5: Which objects were not attracted to the magnet?

Q6: What kind of objects are attracted to magnets?

Reference:

Orientation on the Utilization of TL Resource Package for the Enhancement of Science
Process Skills of Grades 3-6 Teachers
4-6 December 2024