

 GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	III
	Teacher:		Learning Area:	ENGLISH
	Teaching Dates and Time:	WEEK 2	Quarter:	4TH Quarter

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I OBJECTIVES					
Content Standard	Developing Reading and Writing	Developing Reading and Writing	Developing Reading and Writing	Developing Reading and Writing	
Performance Standard	Listening Comprehension	Reading Comprehension	Vocabulary Development	Study Skills	
Learning	Literature: The Future 📖 Admire the beauty of nature. 📖 Identify good and bad ways to care for our environment. 📖 Read a poem interpretatively.	📖 Memorize a poem by stanza. 📖 Relay a message accurately. 📖 Read words and phrases, with –ough (sounded as /ʌf/ and /ɒ/).	📖 Answer alternative questions. 📖 Read words, phrases, poem with –ough (sounded as /ʌf/ and /ɒ/).	📖 Identify the rhyme patterns of poems. 📖 Write sentences with –ough (sounded as /ʌf/ and /ɒ/).	Summative Test
II CONTENT	Unit 4: Week 2 (Lesson 29)	Unit 4: Week 2 (Lesson 29)	Unit 4: Week 2 (Lesson 29)	Unit 4: Week 2 (Lesson 29)	
III. LEARNING RESOURCES					
A. References					
1. Teacher’s Guide Pages					
2. Learner’s Materials pages	Copy of “The Future” LM-Activity 281 📖 Pictures of polluted and beautiful places 📖 Sentence strips for the engagement activity	📖 Enlarged posters of polluted and non-polluted areas 📖 Message strips for the game 📖 Copy of “Mother Earth” LM-Activity	📖 Copy of “What Should I do” LM-Activity	LM-Activity 288	
3. Text book pages					
4. Additional Materials from Learning Resources	Video clips from the internet	Downloaded Materials	Downloaded Materials	Downloaded Materials	
B. Other Learning Resources					
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	Unlocking of key words in the story using pictures and context	Presentation: Show posters of polluted and non-polluted environments.	Ask pupils to read the poem “What Should I Do.”	Say: Let us read the poem “The Future”. Read the poem with your pupils. Say: Observe the last word in each line of stanza 1. What can you say about the words: cars and bars ? (They rhyme.)	

B. Establishing a purpose for the lesson	Post a picture of our environment (rich with water and natural resources). Say: Describe the picture. Share to the class your experience the last time you visited a place like this.	Introduce Message Relay game.		What does the future hold for us? A Smog-filled skies and poison cars, B And broken land with useless dusts C And nature's beauty behind bars B	
C. Presenting Examples/instances of new lesson	Post another picture of our environment (show waters and natural resources that are about to disappear) Ask: What can you do to prevent this? Find out as you read the poem.	Modeling/Teaching: 📖 Read the poem.	Ask pupils to write the questions in the second stanza	Say: Rhyming words follow patterns. Let us look at the last word of line 1. (us) Let us label it A. What is the last word in line 2? (cars). Does it rhyme with "us"? (no). So, let's give a different label for it. Let's label it B. Does the last word in line 3 rhyme with "us"? (no) Let's label it C. Does the last word in line 4 rhyme with "dusts"? (no). Does it rhyme with cars? (yes). So, let us label it B. We give the lines with rhyming words the same label. Say: So, the rhyme pattern of stanza 1 is A-B-C-B.	
D. Discussing new concepts and practicing new skills #1	Say: Listen as I read aloud the poem. (After modeling it, allow the pupils to read the poem by groups and individually for practice.) Refer to LM - Activity 284.	Ask pupils to read the poem with proper expression and intonation. Let the pupils answer the questions about the poem.	Discuss alternative interrogatives and how they differ to Yes-No Interrogatives.	Identify the rhyme pattern of stanzas 2 and 3	
E. Discussing new concepts and practicing new skills #2		Present key words with –ough (sounded as /ʌf/ and /ɒ/). 📖 Read words and phrases with –ough (sounded as /ʌf/ and /ɒ/).	Vocabulary building and reading of words with ough (sounded as /ʌf/ and /ɒ/)	Allow pupils to recall –ough words and phrases introduced in Day 2 and 3. Let pupils write two sentences about the picture – Refer to LM - Activity 291. Tell pupils that the boy has the alternative to choose which of the two sets of food he will take. Pupils should also use at least a word with –ough like enough.	

F. Developing mastery (Leads to Formative Assessment)			Ask pupils to read the poem “ What should I do” for practice on the –ough- words.		
G. Finding Practical applications of concepts and skills	Ask the following questions. 1. What could happen to our environment in the future as said in stanza 1? 2. What was the author worried about? 3. What is the poem about? 4. What is the poem trying to tell you? 5. How can you help maintain the beauty of our environment?	Unlock the key words through sentence strips, pictures, and demonstrations then allow pupils to read the words on the LM - Activity 287	Answer LM Activities on pages 286-287	Identify the rhyme pattern of stanzas 4 and 5	
H. Making generalizations and abstractions about the lesson				What is a rhyming word?	
I. Evaluating Learning	A. Tell pupils to say YES if the statement tells a good habit and NO if it doesn’t. 1. Andy throws garbage into the river. YES NO 2. Children work hand and hand in planting trees. YES NO 3. Grade 3 pupils help in cleaning the backyard . YES NO 4. Rodel and his friend manage the recycling activities in the class. YES NO 5. Ben destroys plants in the garden. . YES NO B. Do the group activities. Refer to LM - Activity 285.	Let them practice reading the words and phrases.	Fill in the blanks with choices for alternative questions. ✎ Write 3 alternative questions.		
J. Additional activities for application or remediation					
V. REMARKS					
VI. REFLECTION					
A. No. of learners who earned 80% on the formative assessment					

B. No. of Learners who require additional activities for remediation					
C. Did the remedial lessons work? No. of learners who have caught up with the lesson.					
D. No. of learners who continue to require remediation					
E. Which of my teaching strategies worked well? Why did these work?					
F. What difficulties did I encounter which my principal or supervisor can help me solve?					
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?					

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