

 GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	III
	Teacher:		Learning Area:	MTB
	Teaching Dates and Time:	WEEK 3	Quarter:	4TH Quarter

	Monday	Tuesday	Wednesday	Thursday	Friday
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I OBJECTIVES					
Content Standard	Communicate effectively with an inclusive ideas.	Contextualizing ideas heard.	Share information or ideas in giving accurate or consistent answers in the questions.	Be consistently apprehend the information given in the situation.	
Performance Standard	Oral Language	Composing	Listening Comprehensions/ Reading Comprehension	Study Skills	
Learning Competency	Participate in and initiate more extended social conversation or dialogue with peers ,adults o unfamiliar topics by asking and answering questions,restating and soliciting information. MT3OL – Ivb- c -6.3	Write 3 -5 steps procedural paragraph using signal words such as first ,then ,next and last. MT3C – Iva –i-2.7	Give one’s reaction to an event or issue. MT3LC –RC –Ivb-2.2.1	Make a two –level outline for a report. MT3SS – Iva – c- 13.1	Weekly Test
II CONTENT	Energy Sources	Writing 3 -5 steps procedural paragraph using signal words such as first ,then ,next and last.	Fact or Opinion	Two – Level Outline	
III. LEARNING RESOURCES					
A. References					
1. Teacher’s Guide Pages	352-353,CG p.145 of 149				
2. Learner’s Materials pages					
3. Text book pages					
4. Additional Materials from Learning Resources					
B. Other Learning Resources					
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	Bring out the recent water and electric bills.	Spelling	Spelling	Spelling	
B. Establishing a purpose for the lesson	What are the bills for?	Reread the story of “ Wasteful Maki”. Let the pupils arrange the following events taken from the story.	Have you heard people getting sick because of dirty water?What do you think is the cause?	Have the class read the paragraph. What do you call this?	

C. Presenting Examples/instances of new lesson	Brain Walk Activity: Group the class into three: Give each group an envelope with two sheets of paper inside where the questions are printed.” How can you conserve electrical energy?	Show videos or powerpoint to the pupils.	Looking back to the story “Wasteful Maki”.	Show a pictures of dirty water.	
D. Discussing new concepts and practicing new skills #1	What is being talked about in your earlier activity.	What is the video all about? What did the characters do in the video?	- What is the truth about the story? - What is only an opinion?	- How do we make an outline?	
E. Discussing new concepts and practicing new skills #2					
F. Developing mastery (Leads to Formative Assessment)		Let help them familiarize how to arrange the story using signal words.			
G. Finding Practical applications of concepts and skills	Group Activity	Give them activity sheets to perform.	Guided Activity.	Provide them an activity to make.	
H. Making generalizations and abstractions about the lesson	What have you learned today?	What are signal words used in arranging the story by steps or procedures?	What is fact ?Opinion?	What is an outline?	
I. Evaluating Learning	Pupils will be evaluated based on the group cooperation and presentation of ideas.	LM , Activity 3.	Tell whether the ff.is a fact or opinion. 1. Water is most commonly used resources on Earth. 2. I think water ,treat sickness or diseases. 3-5.etc.	LM , Activity 4.	
J. Additional activities for application or remediation	Cut pictures of ways of conserving electrical energy.	Write a paragraph on what do you do to prepare for school.	Write at least three sentences which is fact in electricity and opinion about it.	Make an outline for the topics. 1. Our house is _____.	
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?					