

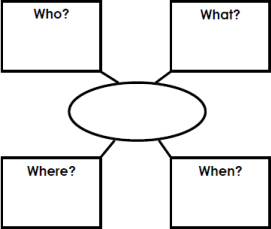
 <b>DAILY LESSON LOG</b>	<b>School</b>		<b>Grade Level</b>	<b>THREE</b>
	<b>Teacher</b>		<b>Learning Area</b>	<b>ENGLISH</b>
	<b>Teaching Dates and Time</b>	<b>W5Q1</b>	<b>Quarter</b>	<b>FIRST</b>

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES</b>					
<b>A. Content Standards</b>	The learners demonstrate expanding vocabulary and understanding of high-frequency words and content-specific vocabulary; understand and create simple and compound sentences for comprehending, analyzing, creating, and composing texts about regional themes and content-specific topics.				
<b>B. Performance Standards</b>	The learners use their expanding vocabulary of high-frequency and content-specific words and simple and compound sentences to comprehend, create, and compose narrative and informational texts about regional themes and content-specific topics and read grade-level texts with appropriate speed, accuracy, and expression				
<b>C. Learning Competencies and Objectives</b>	<b>EN3CAT-I-3</b> Comprehend informational texts. 3. Identify text types. a. time order and procedural <b>EN3GAGS-I-7</b> Identify discourse markers for a given text type. 1. time order and procedural	EN3CCT-I-8 Express ideas using text types. 1 time order and procedural	EN3CAT-I-3 Comprehend informational texts. 3. Identify text types. b. description  EN3GAGS-I-7 Identify discourse markers for a given text type. 2. description	EN3VWK-I-4 Identify words with different functions. 2 words that describe persons, places, things, animals, events, ideas, and emotions (describing words - adjectives) EN3CCT-I-8 Express ideas using text types. 2 description	EN3VWK-I-4 Identify words with different functions. 3 words that replace persons, places, things, animals, events, ideas, and emotions a. interrogative pronouns
<b>D. CONTENT</b>	Time order and procedural	Time order and procedural	Description	Describing Words	Interrogative pronouns
<b>II. LEARNING RESOURCES</b>					
<b>A. References</b>	MATATAG K TO 10 CURRICULUM OF THE K TO 12 PROGRAM Lesson Exemplar	MATATAG K TO 10 CURRICULUM OF THE K TO 12 PROGRAM Lesson Exemplar	MATATAG K TO 10 CURRICULUM OF THE K TO 12 PROGRAM Lesson Exemplar	MATATAG K TO 10 CURRICULUM OF THE K TO 12 PROGRAM Lesson Exemplar	MATATAG K TO 10 CURRICULUM OF THE K TO 12 PROGRAM Lesson Exemplar
<b>B. Other Learning Materials</b>					

III. TEACHING AND LEARNING PROCEDURE					
<b>A. Activating Prior Knowledge</b> <b>ELICIT</b>	Do you and your siblings have any favorite activities? How do you usually prepare for a fun day together? Have you ever worked on a project or task with your siblings? How did you plan it?	Can anyone share the time when you plant seeds or take care of plants at home or in a garden? Did someone help you plant seeds? How did you prepare the soil? What did you learn about how plants grow?	When speaking or writing a procedural text I should use these cue words that_____.  Name some objects that can be found in your house? Describe them.	What are the different metals you learned yesterday?	Encircle the letter of the appropriate word to describe an object. 1 . The pillow on my bed is very A. hard B. rough C. soft 2 . The cupcakes you baked were A. yummy B. warm C. awful 3 . The _____ sky looks beautiful today. A. black B. blue C. smooth
<b>B. Lesson Purpose/Intention</b> <b>ENGAGE</b>	Today, our lesson is packed with exciting activities to help you become even better readers and writers, especially when it comes to understanding science.	Today, we have another exciting lesson where you will work on some important skills You shall continue to learn procedural text types. These texts give us step-by-step instructions on how to do something.	Today we will be reading a text about metals. Make sure to take note of the important details such as words that describe the metals. It will be useful during our activities later.	Do you have a favorite place to stay at in your house? Well, mine is in my bedroom. I'll tell you why.	Have you ever experienced spending days away from your family?  In our story for today, who experienced spending days away from his/ her home?
<b>C. Lesson Language Practice</b> <b>ENGAGE</b>	Today, we will read a story about The Science of Planting Seeds. Before we start reading, let's unlock some important words found in the story Let us match these words to the pictures: pots weeds sprout watering can photosynthesis	Before we listen to the story again, we will work on unlocking some words found in the story through context clues. These words will help you understand the text better.	Before we proceed to the assigned selection, let us all recite the chant about metals. I will sing it twice and you repeat after me. Metals Chant Aluminum, Iron, Copper, too, Shiny metals, just for you!	Read: My favorite place in our house is my bedroom. My room is always tidy and very quiet. It has green walls that are very nice to look at. I have a soft bed with fluffy pillows and blanket. Lying down on my bed feels so relaxing. It is the best place to take a rest.	• Unlocking of Difficult Words Point out the meaning of the underlined word through context clues. 1. Mildred and Nestor narrated their experiences while they _____ were in their cousin's house. A. told B. explained C. wrote
<b>D. Reading the Key Idea/Stem</b> <b>EXPLORE</b>	Today you will discover other things that Emma loves to do. Listen attentively, as I read the story carefully, take note of	Remember the story The Science of Planting. You will have the chance to retell this interesting story using the pictures	Read the text USEFUL METALS	This paragraph is a description of my room. A description is a statement about something that allows a	Let the pupils listen attentively as you read the story,

	<p>the discourse markers used and the important details in the story.</p>	<p>provided. But before you listen to the story, let's talk about how you can all be great listeners. What are the things you should know and do when listening to a story?</p>		<p>reader or listener to picture it. To make it simple it is a picture word.</p> <p>Descriptive writing describes a person, place or thing in such a way that a picture is formed in the reader's mind. When we describe something, we use adjectives. Adjectives are describing words. We use it to tell what something looks, sounds, smells, tastes or feels like.</p>	<p>“There’s No Place Like Home.”</p> <p>Discussion of the Text Listened to</p> <p>Questions:</p> <p>1.) Who went for a vacation?</p> <p>2.) Where did they spend their vacation?</p> <p>3.) When did they return from the vacation4.) Who welcomed them back to their home?</p> <p>5.) What did the children feel when they arrived home?</p> <p>6.) Why do you think is the story entitled “There’s No Place Like Home”? Let’s recall some of the questions that I asked you earlier about the story.</p>
<p><b>E. Developing Understanding of the Key Idea/Stem</b></p> <p><b>EXPLORE</b></p>	<p>Now, you will write the details of the story about how Emma and Max plant a seed using a graphic organizer. Let's get started with some questions to guide us.</p> <p>First, write down what Emma and Max planned to do.</p> <p>Ask: What did Emma and Max plan to do?</p> <p>Now, list the materials they need for planting seeds.</p> <p>Ask: What materials do they need for planting seeds?</p> <p>Next, think about the steps they took. What did they do first, second, third, and last?</p>	<p>1. Why did Emma and Max pull out the weeds before planting the seeds?</p> <p>2. How did Emma and Max make sure the seeds would grow well in the pots?</p> <p>3. Why is it important to water the seeds regularly but not too much?</p> <p>4. What role does sunlight play in helping the seeds grow into plants?</p> <p>5. How did Emma and Max feel when they saw the first sprouts coming up?</p>	<p>Divide the class into three groups. Assign each group a specific metal. Instruct them to describe the assigned metal using the words found in the text. Ask them to write their answers on a clean sheet of paper.</p>	<p>Choose the word inside the parentheses that best describes the picture.</p>  <p>This is Leila, she is a (sad, happy) girl. The correct answer is happy. The word happy best describes Leila as she is smiling.</p> 	<p>What interrogative pronoun is used in each question?</p> <p>1. From the first sentence, Bill was given some advice by his friends. What did he feel about those tips given to him?</p> <p>2. What made Bill buy cheap bananas? What did he feel after buying them?</p> <p>3. When Bill found the gold coin in the Pine Forest, what did he feel first?</p> <p>4. Why did Bill follow their advice? What did he feel about his decision?</p>

				Martin likes travelling to different places. He uses his (mini, big) backpack to carry a lot of his things.	
<b>F. Deepening Understanding of the Key Idea/Stem</b> <b>EXPLAIN</b>	<p>Let us read the steps on how Emma and Max plant seeds.</p> <p>First, they pull out the weeds from the garden bed. Next, they fill the pots with soil and make small holes in the soil. Then, place one seed into each hole and cover it lightly. Finally, place the pots in a sunny spot where the seeds can get plenty of sunlight</p> <p>We use the discourse words First, next, then, and finally to show the step-by-step procedure on doing something such as planting seeds</p>	<p>Let us recall the steps Emma and Max followed to plant their seeds. Who can tell us of the first thing they did? That's right, they pulled out the weeds to keep the soil clean. Why do you think it is important to start with clean soil?</p> <p>Based on what you learned, what do you think Emma and Max learned from this experience? What do you think they felt when they saw the first sprouts coming up?</p>	<p>At this point, we will now analyze the text we just read. We will be identifying the words used by the writer to describe the metals enumerated.</p>	<p>Complete the following sentences by answering the questions. Then combine all the sentences to form a paragraph.</p> <p>What is your favorite food? My favourite food is _____.</p> <p>What does your favourite food look like? It looks like _____.</p> <p>What does your favourite food smell like? It smells like _____.</p> <p>What does it taste like? It tastes like _____.</p> <p>My favourite food is _____ _____ _____ _____</p>	<p>Using the story, “Mila’s Promise” complete the graphic organizer below.</p> <p>Write the title at the center. Answer the four questions</p> 
<b>G. Making Generalizations and Abstractions</b> <b>ELABORATE</b>	<p>Reflection: I learned in today’s lesson that _____.</p> <p>I realized that discourse markers like first, next, and finally help me _____. I discovered that sunlight is important to plants because _____.</p>	<p>Reflection: I learned in today’s lesson that _____.</p> <p>When speaking or writing a procedural text I should use these cue words that_____.</p>	<p>Today, I learned about _____</p> <p>I also learned that we can describe things based on their _____( characteristics and uses)</p>	<p>Write Y ES if the statement is correct and write N O if not.</p> <p>_____ 1. A description is also called as picture _____</p> <p>_____ 2. We do not use our _____ senses in describing _____</p> <p>_____ 3. Adjectives are describing _____</p>	<p>Ask the learners to reflect and complete these statements:</p> <p>What I have learned in today’s _____ lesson are_____</p> <p>If I am going to ask or write questions, I have to use interrogative words such as _____.</p>
<b>H. Evaluating learning</b> <b>EVALUATE</b>	<p>Read the story and accomplish a graphic organizer.</p> <p>The Science of Making a Volcano</p>	<p>Read the story and complete the graphic organizer by identifying the step-by-step procedure of the</p>	<p>Ask the learners to use the identified types of metals in sentences (using own words) and</p>	<p>Encircle the letter of the appropriate word to describe an object.</p> <p>1 . The pillow on my bed is very</p>	<p>Add an interrogative pronoun that will best complete the following sentences.</p>

	<p>Anica and Mico decided to create a model volcano. They gathered baking soda, vinegar, red food coloring, and a small container. First, they put the baking soda in the container. Then, they added a few drops of red food coloring. Finally, they poured in the vinegar and watched the eruption!</p> <p>1. What task or activity are we explaining today? (Write the task at the top of your graphic organizer.)</p> <p>2. What materials do we need to complete this task? (List these materials in the 'Materials' section of your graphic organizer.)</p> <p>3. What is the first thing we need to do to begin the task? (Write this in the first box under 'Steps' in your graphic organizer.)</p>	<p>experiment. Try to draw the process as well. In a cozy kitchen, Cora and Jun decided to grow their own crystals. They gathered a glass jar, string, water, sodium borate powder, and food coloring. First, they boiled water and mixed it with sodium borate until dissolved. Next, they suspended a string in the jar and left it overnight. Each day, they checked for crystal formation. Gradually, colorful crystals began to form on the string. Excitedly, they watched as their crystal garden grew. Lily and Ben learned that crystals form when dissolved substances cool and solidify, leaving behind intricate structures. Their crystal project became a shimmering success!</p>	<p>write their answers on a sheet of paper. They may use the prompt.</p> <p>_____ is a kind of metal used in/for _____</p> <p>_____</p> <p>_____</p>	<p>A. hard B. rough C. soft</p> <p>2 . The cupcakes you baked were</p> <p>A. yummy B. warm C. awful</p> <p>3 . The _____ sky looks beautiful today.</p> <p>A. black B. blue C. smooth</p> <p>4. I wore a t shirt today because it is a _____ day.</p> <p>A. warm B. rainy C. stormy</p> <p>5 . That rock looks very _____.</p> <p>A. delicious B. hard C. cold</p>	<p>Fill in the blanks with who, what, where, or when.</p> <p>1. _____ would you like to do tomorrow?</p> <p>2. _____ will bring the flowers to school?</p> <p>3. _____ will the new teacher arrived?</p> <p>4. _____ will the program be held?</p> <p>5. _____ did you put the ballpens?</p>
<p><b>I. Additional activities for application or remediation</b></p> <p><b>EXTEND</b></p>	<p>Describe the steps you would take to clean your room and explain why it is important to follow these steps. Share your answer with the class.</p>	<p>Look for a recipe book, choose a menu, and write the step-by-step procedures on how to make this menu.</p>		<p>Choose the correct describing word to complete each sentence.</p> <p>long pretty fast delicious small</p> <p>1. Dad likes to ride his _____ car.</p> <p>2. Mom served a _____ breakfast.</p> <p>3. The teacher has a _____ hair.</p>	<p>Underline the interrogative pronouns.</p> <p>1. What is the story about?</p> <p>2. Who is the main character?</p> <p>3. Where did the twins go?</p> <p>4. When did they realize their mistake?</p> <p>5. What happened after they realized their mistake?</p>
<p><b>A. REMARKS</b></p>					

<b><i>B. REFLECTION</i></b>					
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