GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	III
	Teacher:	File Created by Sir LIONELL G. DE SAGUN	Learning Area:	ENGLISH
	Teaching Dates and Time:	SEPTEMBER 26 – 30, 2022 (WEEK 6)	Quarter:	1ST QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES					
A. Content Standard	Use of Content and Prior Knowledge	Comprehending Literary Text	Grammar Awareness and Structures	Grammar Awareness and Structures	
B. Performance Standard	Activate prior knowledge conceptually related to text and establish purpose for reading.	Respond to literary text through the appreciation of literary devices and an understanding of story grammar.	Communicate effectively ,in oral and written forms.	Communicate effectively ,in oral and written forms.	
C. Learning Competency/Objectives Write the LC code for each.	Getting the General Sense of the Story EN3LC –Ia –j-2	EN3RC –Ic-e -2.1	EN3G-Ie -2.4	EN3G - If -2.2	
II. CONTENT					
	The Carrot Seed	Identify Literary Elements. (Character ,Setitngs , events ,Plot and Solution of the Story).	Use Nouns (e.g. people, animals ,places, things ,events) in simple sentences.	Common and Proper Nouns	Summative Test
III. LEARNING RESOURCES					
A. References					
1. Teacher's Guide pages					
2. Learner's Materials pages	76				
3. Textbook pages					
4. Additional Materials from Learning Resource (LR)portal					
B. Other Learning Resource					
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson		Recall the story "The Carrot Seed" through Matching-up Game			
B. Establishing a purpose for the lesson	Unlocking Vocabulary and Concept Development (water the seed, won"t come up, weeds, pull the weeds)		Show a powerpoint presentations.	Read sentences with nouns Allow pupils to identify and classify nouns by pair	Are you ready for the test?

C. Presenting examples/Instances of the new lesson	During Reading/Listening Say: Listen as I read the story: **The Carrot Seed** by Ruth Krauss	Present enlarged story frame and answer questions in the story frame Discuss literary elements	Identify nouns used in the given sentences Give pupils the word cards (nouns).	Distinguish common to proper nonus.	Present the test materials.
D. Discussing new concepts and practicing new skills # 1	Refer your pupils to LM - Activity 61 on page 75	Allow pupils to place the details together to complete the events that tell about the story element	What are nouns used in the sentences?	How are common and proper nouns difference to each other?	How do you prepare the test?
E. Discussing new concepts and practicing new skills # 2					
F. Developing mastery (leads to Formative Assessment 3)					
G. Finding practical application of concepts and skills in daily living	Group pupils and allow them to brainstorm with their members to present the story using: Group 1: Short skit Group 2: Song Group 3: Dance Group 4: Pantomime Group 5: Rap/Chant	Allow the pupils to act out story elements(Character, setting, events(Problem , Solution)	Get pupils do pairing using word cards (proper labels-person, place, animal, thing), and post to appropriate chart	Allow pupils to do the activity in classifying nouns as to proper and common nouns Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	
H. Making generalizations and abstractions about the lesson	What does the short skit/song /dance/pantomime /chant show?	What are literary elements in the story?	How are nouns used in the sentence? What kind of sentence is being mentioned earlier?	What is common nouns? What is proper nouns?	What did you learn today?
I. Evaluating learning	Complete the story frame about the story “The Carrot Seed”. Refer your pupils to LM - Activity 62 on page 76.	Look at the ff.pictures and identify the literary elements shown.	Read the sentences carefully and underline the nouns in the sentences. 1. The boy watered the plants. 2. The seed came up. 3. There are flowers in the pots. 4. We saw the birds flying in the sky. 5. Almira loves going to the church.	Distinguish the common nouns from proper nouns. Write it in proper column.  Common Nouns / Proper Nouns	See testing materials.

J. Additional activities for application or remediation	Draw a Carrot in your notebook and tell something about it.	Fill up the story chart	Practice to read. Underline the nouns. 1. A truck hit my fruit tree. 2. A lot of fruit fell from the tree. 3. The fruit fell on the green grass below. 4. The fruit was to be a present for my friends. 5. Now, I have nothing to bring to them.	Write 5 common and 5 proper nouns.	Study hard.
V. REMARKS					
VI. REFLECTION					
A. No. of learners who earned 80% in the evaluation					
B. No. of learners who require additional activities for remediation who scored below 80%					
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?					