GRADES 1 to 12
DAILY LESSON LOG

School:		Grade Level:	III
Teacher:		Learning Area:	ENGLISH
Teaching Dates and Time:	AUGUST 22 – 26, 2022 (WEEK 1)	Quarter:	1ST QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I OBJECTIVES					
A. Content Standard	Listening Comprehension	Grammar	Grammar	Phonics and Word Recognition	Writing/ Composition
B. Performance Standard	To activate prior knowledge	Demonstrate right use of grammar/ sentences.	To identify the sentences.	Knowing the correct spelling of the words.	Able to make a simple sentences.
C. *Learning Competency/s:*	Activate prior knowledge based on the stories to be heard. **EN3LC-Ia-j-2**	Distinguish sentences from non-sentences **EN3G-Ia-1.1**	Identifies sentences. **EN3G-Ia-b-1**	Read words with short o sounds in CVC pattern and phrases and sentences containing these words. **EN3PW-**	Draw and write sentences about one's drawing. **EN3WC-Ia-j-4**
II CONTENT	Literature: Crow and the Pitcher	Sentences from Non-Sentences	Sentences	Short O Sounds in CVC pattern	Drawing and Writing Sentences
III. LEARNING RESOURCES					
A. References					
1. Teacher's Guide Pages	CG p. 36 of 170				
2. Learner's Materials pages					
3. Text book pages					
4. Additional Materials from Learning Resources	Internet	Internet	Internet	Internet	
B. Other Learning Resources	Pictures, copy of story	Charts,powerpoint,strips of cartolina,activity sheets	Videos,powerpoint,laptop,speaker	Pictures, laptop, projector	Pictures, laptop, projector
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	Unlocking/Vocabulary & Concept Development (crow, beak, pitcher, narrow, thirsty, water)	Can you still remember the story "The Crow and the Pitcher?" What happened to the crow?	Sentences from Non- Sentences	Sentences (Mix and Match)	Short-O Sounds in CVC pattern.
B. Establishing a purpose for the lesson	What do you do when you feel thirsty?	Read number one in column A. Read number one in column B. Which tells more about the crow**?**	Show some pictures.Let the pupils make a sentences out of the pictures presented.	What is the name of the fox in the sentences you learned yesterday?	Play a game "mandala". Pupils will draw a thing that will match their character. Let them share it to the class

C. Presenting Examples/instances of new lesson	Read the story aloud. Stop at indicated point, to ask the children what they think will happen next in the story.	Present the following phrase cards and have children read them. Explain that Sox is the name of a town. Say: Look at the sentence. Does it give a complete thought? Yes, it does. But there is something wrong with the sentence. Can you tell? What should we do to make it correct? (Make the word "the" begin with a capital letter. Add a period at the end of the sentence.)	Show a powerpoint video about sentences.	Present videos about Short –O sounds in CVC pattern.	Show some illustration to the class and ask questions. - baby sleeping on the crib - apples fall down the trees - car moving fast - Mother baking a cake.
D. Discussing new concepts and practicing new skills #1	. At the beginning of the story, what did the thirsty crow do? 2. Where did he find water? 3. Could he drink right away? Why not?	What is differences between two columns? Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	- What is sentences?	- What letter did the word sounds? - What is the sound of the letter?	- How do you know the events in the pictures?
E. Discussing new concepts and practicing new skills #2					
F. Developing mastery (Leads to Formative Assessment)					
G. Finding Practical applications of concepts and skills	Group the pupils into three.	Divide the class into small groups. Each group will combine phrases to make sentences. Each group should write two sentences. The sentences should make sense. Each sentence should begin with a capital letter and end with a period. The big pot is so hot. The water is so hot. Two cops go to Sox. The crow and the fox go to Sox. Two cops are in the lot.	Divide the class into three.Provide an activity that will enhance the pupils' grammar.	Give them activity sheet to perform in group activity regarding short-o sounds in CVC pattern.	Group the pupils into three. Provide drawings to them .Let them form a sentences out of the drawing.

		The crow and the fox are in the lot. Have groups present their outputs. Guide the class in giving feedback on whether thesentences formed make sense.			
H. Making generalizations and abstractions about the lesson	What lesson did you learn?		What is sentences?	How do we read words?	What did you learned today?
I. Evaluating Learning	LM - Activity 2 on page 3 for the Writing to Learn activity.	Refer the pupils to LM – Activity 3 , page 3 for another guided practice exercise.	Put a check if the ff.is a sentence and cross mark (X) if it is not. 1. Thelma is a cute girl. 2. saw a two big house. 3-5etc.	Name the following pictures. (Teachers' discretion)	Post some drawing. Ask them to make a simple writings about the drawing.
J. Additional activities for application or remediation	Draw the favorite part of the story.	Provide assignment to them.	Cut- out pictures and make a sentences out of it.	Draw or cut out pictures with short o sounds in CVC pattern.Make a sentences out of it.	Study your lesson well.
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?					