



GRADES 1 to 12
DAILY LESSON LOG

School: _____
Teacher: _____
Teaching Dates and Time: **AUGUST 22 – 26, 2022 (WEEK 1)**

Grade Level: **III**
Learning Area: **ENGLISH**
Quarter: **1ST QUARTER**

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
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| I OBJECTIVES | | | | | |
| <i>A. Content Standard</i> | Listening Comprehension | Grammar | Grammar | Phonics and Word Recognition | Writing/ Composition |
| <i>B. Performance Standard</i> | 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. |
| <i>C. Learning Competency/s:</i> | Activate prior knowledge based on the stories to be heard. EN3LC-la-j-2 | Distinguish sentences from non-sentences EN3G-la-1.1 | Identifies sentences. EN3G-la-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-la-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 | | | | | |
| <i>1. Teacher's Guide Pages</i> | CG p. 36 of 170 | | | | |
| <i>2. Learner's Materials pages</i> | | | | | |
| <i>3. Text book pages</i> | | | | | |
| <i>4. Additional Materials from Learning Resources</i> | 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 | | | | | |
| <i>A. Reviewing previous lesson or presenting the new lesson</i> | 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. |
| <i>B. Establishing a purpose for the lesson</i> | 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 |

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| <p><i>C. Presenting Examples/instances of new lesson</i></p> | <p>Read the story aloud. Stop at indicated point, to ask the children what they think will happen next in the story.</p> | <p>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.)</p> | <p>Show a powerpoint video about sentences.</p> | <p>Present videos about Short –O sounds in CVC pattern.</p> | <p>Show some illustration to the class and ask questions.</p> <ul style="list-style-type: none"> - baby sleeping on the crib - apples fall down the trees - car moving fast - Mother baking a cake. |
| <p><i>D. Discussing new concepts and practicing new skills #1</i></p> | <p>. 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?</p> | <p>What is differences between two columns? Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more</p> | <p>- What is sentences?</p> | <p>- What letter did the word sounds? - What is the sound of the letter?</p> | <p>- How do you know the events in the pictures?</p> |
| <p><i>E. Discussing new concepts and practicing new skills #2</i></p> | | | | | |
| <p><i>F. Developing mastery (Leads to Formative Assessment)</i></p> | | | | | |
| <p><i>G. Finding Practical applications of concepts and skills</i></p> | <p>Group the pupils into three.</p> | <p>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.</p> | <p>Divide the class into three. Provide an activity that will enhance the pupils’ grammar.</p> | <p>Give them activity sheet to perform in group activity regarding short-o sounds in CVC pattern.</p> | <p>Group the pupils into three. Provide drawings to them .Let them form a sentences out of the drawing.</p> |

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| | | The crow and the fox are in the lot. Have groups present their outputs. Guide the class in giving feedback on whether the sentences formed make sense. | | | |
| <i>H. Making generalizations and abstractions about the lesson</i> | What lesson did you learn? | | What are sentences? | How do we read words? | What did you learn today? |
| <i>I. Evaluating Learning</i> | 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 writing about the drawing. |
| <i>J. Additional activities for application or remediation</i> | 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 | | | | | |
| <i>A. No. of learners who earned 80% on the formative assessment</i> | | | | | |
| <i>B. No. of Learners who require additional activities for remediation</i> | | | | | |
| <i>C. Did the remedial lessons work? No. of learners who have caught up with the lesson.</i> | | | | | |
| <i>D. No. of learners who continue to require remediation</i> | | | | | |
| <i>E. Which of my teaching strategies worked well? Why did these work?</i> | | | | | |
| <i>F. What difficulties did I encounter which my principal or supervisor can help me solve?</i> | | | | | |
| <i>G. What innovation or localized materials did I use/discover which I wish to share with other teachers?</i> | | | | | |