

|                                                                                                                                   |                                 |                                          |                       |                               |
|-----------------------------------------------------------------------------------------------------------------------------------|---------------------------------|------------------------------------------|-----------------------|-------------------------------|
|  <b>GRADES 1 to 12</b><br><b>DAILY LESSON LOG</b> | <b>School:</b>                  |                                          | <b>Grade Level:</b>   | <b>III</b>                    |
|                                                                                                                                   | <b>Teacher:</b>                 | <i>Credits to the Writer of this DLL</i> | <b>Learning Area:</b> | <b>MTB</b>                    |
|                                                                                                                                   | <b>Teaching Dates and Time:</b> | <b>JUNE 5-9, 2023 (WEEK 6)</b>           | <b>Quarter:</b>       | <b>4<sup>TH</sup> QUARTER</b> |

|                                                                  | MONDAY                                                                                                                                               | TUESDAY                                                                                          | WEDNESDAY                                                                                                                                                                                          | THURSDAY                                                                                                                                  | FRIDAY                                                                                                |
|------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| <b>I OBJECTIVES</b>                                              |                                                                                                                                                      |                                                                                                  |                                                                                                                                                                                                    |                                                                                                                                           |                                                                                                       |
| <i>Content Standard</i>                                          |                                                                                                                                                      |                                                                                                  |                                                                                                                                                                                                    |                                                                                                                                           |                                                                                                       |
| <i>Performance Standard</i>                                      | Oral Language                                                                                                                                        | Grammar Awareness                                                                                | Fluency/ VCD / Grammar Awareness                                                                                                                                                                   | Listening and Reading Comprehensions                                                                                                      | Study Skills                                                                                          |
| <i>Learning Competency</i>                                       | Talks about famous people ,places,events.etc.using expanding vocabulary in complete sentences /paragraph.<br><b>MT3OL - Ivd - e -1.3</b>             | Identifies and uses adverbs of place and time correctly.<br><b>MT3G - Ivf - 2.5.2</b>            | Read aloud grade level texts with appropriate speed.<br>Use the combination of affixes<br>Identify and use adverbs of manner.<br><b>MT3F -Ivd -g -1.5/ Mt3VCD - Ivc -e -1.5/ MT3G - Ivf -2.5.2</b> | Sequences events in an informational text through discussion, illustration, song,dramatizations and art.<br><b>MT3LC -RC -Ive -f- 9.2</b> | Identifies and discusses information from simple line and bar graphs.<br><b>MT3SS - Ivd -f - 12.4</b> |
| <b>II CONTENT</b>                                                | Helping My Community                                                                                                                                 | Adverbs of time and place                                                                        | Reading aloud grade level texts with appropriate speed.<br>Using the combination of affixes<br>Identify and use adverbs of manner.<br>Identifying and using adverbs of manner.                     | Sequencing Events                                                                                                                         | Simple Line and Bar Graphs.                                                                           |
| <b>III. LEARNING RESOURCES</b>                                   |                                                                                                                                                      |                                                                                                  |                                                                                                                                                                                                    |                                                                                                                                           |                                                                                                       |
| <b>A. References</b>                                             |                                                                                                                                                      |                                                                                                  |                                                                                                                                                                                                    |                                                                                                                                           |                                                                                                       |
| <i>1. Teacher's Guide Pages</i>                                  | CG p.146 of 149                                                                                                                                      |                                                                                                  |                                                                                                                                                                                                    |                                                                                                                                           |                                                                                                       |
| <i>2. Learner's Materials pages</i>                              |                                                                                                                                                      |                                                                                                  |                                                                                                                                                                                                    |                                                                                                                                           |                                                                                                       |
| <i>3. Text book pages</i>                                        |                                                                                                                                                      |                                                                                                  |                                                                                                                                                                                                    |                                                                                                                                           |                                                                                                       |
| <i>4. Additional Materials from Learning Resources</i>           |                                                                                                                                                      |                                                                                                  |                                                                                                                                                                                                    |                                                                                                                                           |                                                                                                       |
| <b>B. Other Learning Resources</b>                               |                                                                                                                                                      |                                                                                                  |                                                                                                                                                                                                    |                                                                                                                                           |                                                                                                       |
| <b>IV. PROCEDURES</b>                                            |                                                                                                                                                      |                                                                                                  |                                                                                                                                                                                                    |                                                                                                                                           |                                                                                                       |
| <i>A. Reviewing previous lesson or presenting the new lesson</i> |                                                                                                                                                      | Spelling Test                                                                                    | Unlocking of Difficulties<br>- relayed<br>- participated<br>-theme                                                                                                                                 | Spelling of the words<br>Checking of assignments.                                                                                         | Spelling of the words<br>Checking of assignments.                                                     |
| <i>B. Establishing a purpose for the lesson</i>                  | See and Tell<br>Present some pictures of recent happenings in different parts of the country.; In a small groups,have the pupils do the Picture Walk | Show the class pictures of flooded areas.<br>- What do you think the causes of these situations? | What word do you connect to the word " <b>contest</b> ".                                                                                                                                           | Rereading of the story by the pupils with appropriate speed.                                                                              | Put a words to make a graph.                                                                          |

|                                                                    |                                                                                                                                          |                                                                                                                                                                                           |                                                                                                                           |                                                                                                                                                                                                                                                                                                        |                                                                    |
|--------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
|                                                                    |                                                                                                                                          | - What shall we do to the plastics scattered in the environment?                                                                                                                          |                                                                                                                           |                                                                                                                                                                                                                                                                                                        |                                                                    |
| <i>C. Presenting Examples/instances of new lesson</i>              | Listen and Read ( Dialogue )                                                                                                             | Read the ff.story ,while pupils listen attentively.<br>“ <b>Plastiko</b> “.                                                                                                               | Reading the autobiography by the teacher or by a model reader.<br>“ <b>My Life Story</b> ”.                               | Individual Activity: Balloon of Understanding<br>Give the directions to the pupils.Pick a balloon that tells an event from the autobiography being studied.                                                                                                                                            | Show a graph to the class.                                         |
| <i>D. Discussing new concepts and practicing new skills #1</i>     | What news did Dina and Roy learn?<br>What caused the high flood in Tacloban City and some parts of Leyte and Eastern Samar?              | What was his dream all about?<br>What did the plastic tell him?<br>Why was he afraid of his dream?                                                                                        | What contest did Jiezzel join?<br>Why were her parents very proud of her?                                                 | - What words that help you to put the ff.in order?                                                                                                                                                                                                                                                     | - What did the graph tells?<br>- What details does it composed of? |
| <i>E. Discussing new concepts and practicing new skills #2</i>     |                                                                                                                                          | Group the class into three.<br>1 – Show a short dramatization of the story listened to<br>2- Retell the story heard through a rap.<br>3- Retell the story heard through an invented song. | What do these words tell?<br>Do they tell us how something has been done?                                                 |                                                                                                                                                                                                                                                                                                        |                                                                    |
| <i>F. Developing mastery (Leads to Formative Assessment)</i>       |                                                                                                                                          | Study the words taken from the story “ Plastiko’.                                                                                                                                         | Instruct the pupils to give the meaning of the words:<br>1. voluntarily<br>2. imperfectly<br>3. greatly<br>4. confidently |                                                                                                                                                                                                                                                                                                        |                                                                    |
| <i>G. Finding Practical applications of concepts and skills</i>    | Think – Pair – Share<br>Instruct the pupils:<br>Reflect on these questions:<br>- What should be done when a disaster like typhoon comes? | LM, Activity 1.                                                                                                                                                                           | LM Activities 3 and 4.                                                                                                    | Group them into four.<br>1- Role play the part where the character joined the contest.<br>2- Show through an artwork how the winning piece of the character must have looked like.<br>3 – Illustrate the part where the character was given the award.<br>4- Role play the awarding part of the story. | LM , Activity 8.                                                   |
| <i>H. Making generalizations and abstractions about the lesson</i> | What lessons did you learned today?                                                                                                      | What is an adverbs?<br>- What is an adverbs of time and place?                                                                                                                            | What is added to the ff. words?<br>- What do you call to these words now?                                                 | How do they help us understand how the events of the story happened?<br>What do the words first, then ,next,and finally tell?                                                                                                                                                                          | What kind of graphs is shown ?                                     |

|                                                                                                                |                                                                                                |                                                                                                                        |                                                             |                                                                                                               |                  |
|----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|------------------|
| <i>I. Evaluating Learning</i>                                                                                  | Rate your pupils according to how their ideas were presented and teamwork was shown.           | LM, Activity 2.                                                                                                        | LM , Activity 5.                                            | LM , Activity 7.                                                                                              | LM , Activity 8. |
| <i>J. Additional activities for application or remediation</i>                                                 | Listen to anew report tonight. Write at least three sentences that tell about the news report. | Use in sentences the ff.adverbs of time and place.<br>1. in the trash can<br>2. in the ocean<br>3. late in the evening | Think of other adverbs of manner and use them in sentences. | Let the pupils complete the sentences by filling in the correct degrees of adverbs of manner. Do this orally. | LM , Activity 9. |
| <b>V. REMARKS</b>                                                                                              |                                                                                                |                                                                                                                        |                                                             |                                                                                                               |                  |
| <b>VI. REFLECTION</b>                                                                                          |                                                                                                |                                                                                                                        |                                                             |                                                                                                               |                  |
| <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> |                                                                                                |                                                                                                                        |                                                             |                                                                                                               |                  |