

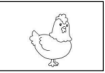


Republic of the Philippines
Department of Education
Schools Division of Palawan
Coron Inland District
GUADALUPE ELEMENTARY SCHOOL

 Grades 1 to 12 Daily Lesson Log	School	Guadalupe Elementary School	Grade Level	III	
	Teacher	Arian P. de Guzman	Learning Area	ENGLISH	
	Teaching Dates	Week 6	Quarter	1 ST	
DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES					
A. Content Standards	The learner demonstrates understanding of grammatical structures of English to be able to communicate effectively in oral and written forms				
B. Performance Standards	The learner is able to communicate effectively in oral and written forms; shows proficiency in constructing grammatically correct sentences in varied theme-based oral and written activities				
C. Learning Competency Code	Produce/sound out correctly vowel sounds in CVC pattern; read CVC words with short /a/, /e/, /i/, /o/, and /u/ vowel sounds; write CVC words with short /a/, /e/, /i/, /o/, and /u/ vowel sounds (EN3PWR-Ia-b-7); and write a sentence using words that has short vowel sound in CVC pattern.		Read phrases, sentences, and short stories consisting of 2-syllable words and answer questions about them (EN2V-Ie-j-4.1)		Learners answered the midweek assessment with 80 % accuracy
II. CONTENT	Reading and Writing Short Vowel Sounds in CVC Pattern		Reading and Questioning 2-Syllable Words		
III. LEARNING RESOURCES					
A. References					



1. Teacher’s Guide Pages					
2. Learner’s Materials Pages					
3. Textbook Pages					
4. Additional Materials From LR Portal					
B. Other Learning Resources	Module 9	Module 9	Module 10	Module 10	Worksheets
IV. PROCEDURES					
A. Review	Match the word in Column A with the pictures in Column B. A B ___1. net ___2. pan ___3. sit ___4. dog ___5. sun a.  b.  c.  d.  e. 		Read each sentence. Encircle the 2-syllable words with a short vowel sound. - The basket is full of fruits. - The police caught the thief. - Fried chicken is my favorite. - She cooks for our dinner. - Jane is playing tennis.		I. Box the word with short /e/, underline word with short /i/, encircle word with short /a/, triangulate word with short /o/, and double underline the word with short /u/ sound in each number. - men sin tub - sat sit net - tin jet bud - son mud bed - yum hum ten II. Name the picture. Fill in the blanks with the letters a, e, i, o, and u to complete it. Then read the words that you made.
B. Establishing Purpose	Read the poem orally. My Pat, the Cat by Mark Fil L. Tagsip My name is Matt.		Read the short story and answer the questions that follow. Birthday Girl		

	I have a cat. Whose name is Pat. Pat sits on the mat, And sleeps with me on the cot. Pat and I are good friends. We love to run in the farm. In the farm he sees a rat, He runs over it, and never comes home. I am now alone with no Pat to sit and sleep on the cot Answer the following questions. 1. Who has a cat? 2. What did they do in the farm? 3. If you were Matt, what would you do to find Pat?		It was Jane’s birthday. She had a party at home. Her mom went to the market a day before her birthday. She bought her flowers, chicken meat, hotdogs, and other ingredients for more dishes to prepare. Her dad filled the balloons with air. He played as a clown too and had a party popper for her. There was also a puppet show. Her friends had a party hat and she had a crown. They enjoyed the dinner and it was fun. Comprehension Questions: Directions: Answer the following questions. 1. Who was the birthday girl? 2. What were the things being prepared by her mom and dad? 3. Did she enjoy the party? 4. How about you? How do you celebrate your birthday?		1.  b _ s k _ t 2.  fl _ w _ r 3.  _ n s _ c t 4.  ch _ c k _ n 5.  n _ m b _ rs
C. Presenting Examples	Read the poem below and answer the questions that follow. My Pet Yet <i>by Junrey C. Colas</i> I always get wet, every time I play with my pet. My pet is a fish, and I named her Yet. It swims like a jet, and I would bet. That Yet could defeat, every fish she would meet. Yet is the best pet,	Read the story orally. Pug the Bug <i>by Junrey C. Colas</i> There was once a bug named Pug. Pug liked to run and jump. One day, Pug got stuck in the mud. Pug yelled for help! Another bug named Dug came to help.	Read the story below and answer the questions that follow. Betty and Timmy <i>by Crissel Joy Ann M. Angon</i> Betty is a timid piglet while Timmy is a dashing puppy. Despite their differences, the two are best friends. They love to play in muddy water near a farmer’s house. Comprehension Questions: 1. Who are the main characters in the story?		



	that every kid can get. I love her a lot, she is my best friend pet. Read the questions carefully. Choose the letter of the correct answer. 1. What is his pet's name? a. Yet b. bet c. set d. net 2. How fast can she swim? a. like a van b. like a car c. like a jet d. like a net 3. What is his pet? a. fish b. dog c. cat d. pig 4. Why does he always get wet? a. because he plays with his pet b. because he plays with his playmates c. because he plays with his toys d. because he plays with his friends 5. How do you take care of your pet? a. Give them food and water. b. Give them toys to play. c. Give them friends to play. d. Give them water to drink.	He pulled Pug out of the mud. Pug and Dug played under the sun. Pug and Dug became best buds. Comprehension Questions Directions: Read and answer the following questions. 1. Who got stuck in the mud? 2. What did Pug like to do? 3. How did Dug help Pug? 4. Why did they become best buds?	a. Betty and Timmy b. chickens and snake c. owner and farmer 2. Where did the story happen? a. city b. farm c. forest 3. What kind of animals are Betty and Timmy? a. piglet and puppy c. goat and snake b. chicken and cat 4. How did the farmer save Betty and Timmy? a. The farmer threw a stone at the snake. b. The farmer shouted to scare the snake. c. The farmer hit the snake in the head with a stick. 5. What could be the lesson of the story? a. valuing life c. accepting each other's b. sharing one's blessings differences		
D. Discussing New Concepts and	Read the paragraph and answer the questions that follow.	Read the underlined words in the poem and story.	Read the following words from the story, "Birthday Girl"		



predicting new skills Q1	A Big Pin Linda has one pin. The pin is big. Linda puts the pin in her bag. She will give the pin to her kin. Comprehension Questions Direction: Answer the following questions. 1. Who has a pin? 2. Where does Linda put the pin? 3. To whom will she give the pin? 4. How does she describe the pin?	Here are some CVC words with short vowel sounds. <table><tr><td>/a/</td><td>/e/</td><td>/i/</td><td>/o/</td><td>/u/</td></tr><tr><td>bad</td><td>bed</td><td>big</td><td>son</td><td>sun</td></tr><tr><td>bat</td><td>web</td><td>lid</td><td>jog</td><td>run</td></tr><tr><td>ham</td><td>yet</td><td>pig</td><td>nod</td><td>rug</td></tr><tr><td>pan</td><td>let</td><td>his</td><td>rod</td><td>mum</td></tr><tr><td>jar</td><td>peg</td><td>pin</td><td>hog</td><td>hug</td></tr><tr><td>has</td><td>net</td><td>pit</td><td>sob</td><td>cut</td></tr><tr><td>sat</td><td>vet</td><td>lit</td><td>God</td><td>cup</td></tr></table> Read the phrases. pig on the field cup on the table two-deck bed sat on the blanket jog in the court mob in the street my cute pet map of the Philippines	/a/	/e/	/i/	/o/	/u/	bad	bed	big	son	sun	bat	web	lid	jog	run	ham	yet	pig	nod	rug	pan	let	his	rod	mum	jar	peg	pin	hog	hug	has	net	pit	sob	cut	sat	vet	lit	God	cup	chicken flower puppet popper dinner dishes *What have you observed with the words? * These are 2-syllable words that have short vowel sounds. * Have you read all the words correctly? In the story, “Betty and Timmy”, what did you observe on the words used? Have you noticed uttering twice in a word? Take note that in the story, the 2-syllable words are consisting of short /e/ to /i/ sounds. You might wonder what the meaning of these words could be, so let us understand them now. Short /e/ 2-syllable words: 1. piglet - Betty is a timid piglet. (pig●let) 2. farmer Luckily, the farmer passes by. (far●mer) 3. water – They love to play in muddy water near a farmer’s house. (wa●ter) 4. chickens –		
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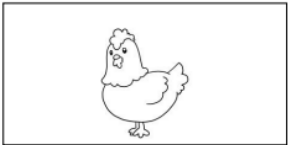
			They show their gratitude to the farmer by helping him chase his chickens back to their cage before sunset. (chi●ckens)												
E. Discussing New Concepts and Predicting New Skills Q2/Guided Practice	Read the poem below and answer the questions that follow. A Log in the Bog in the Fog by N.N. Hermosa There is a log in the bog, a log in the bog in the fog. Along comes Tom, with his pretty mom. They sit on the log in the bog, on the log in the bog in the fog. And here comes a dog, with a very big hog. They sit on the log in the bog, on the log in the bog in the fog. “Oh my God!” says Jon, “On that log, there is a hog! I won’t sit on that log in the bog, on that log in the bog in the fog,” Where is the log? Where is the log in the bog in the fog? What log, my dear? There is nothing there. <i>Comprehension Questions</i>		Here are another examples of 2-syllable words with short vowel sounds. <table><tr><td>den●tist</td><td>pen●cil</td></tr><tr><td>un●der</td><td>os●trich</td></tr><tr><td>hel●met</td><td>num●ber</td></tr><tr><td>ten●nis</td><td>rob●ber</td></tr><tr><td>rub●ber</td><td>tem●per</td></tr></table>	den●tist	pen●cil	un●der	os●trich	hel●met	num●ber	ten●nis	rob●ber	rub●ber	tem●per		
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	Directions: Read the questions carefully. Choose the letter of the correct answer. 1. What is in the bog? a. fog b. log c. bog 2. Who comes with Tom? a. pretty mom b. bog c. log 3. Where do they sit? a. log b. bag c. cod 4. What animal comes after Tom? a. cat b. dog c. rat 5. What happens to the log? a. carried by the bog b. taken by Tom c. kept by her mom																																																
F. Developing Mastery (Leads to Formative Assessment)	Color the box according to its short vowel sound: red is for /a/, yellow is for /e/, blue is for /i/, orange is /o/, and green is for /u/. <table><tr><td>net</td><td>bed</td><td>mop</td><td>hop</td></tr><tr><td>sin</td><td>red</td><td>man</td><td>hen</td></tr><tr><td>ten</td><td>hum</td><td>wed</td><td>yam</td></tr><tr><td>rug</td><td>bed</td><td>tug</td><td>leg</td></tr><tr><td>set</td><td>mud</td><td>sad</td><td>tin</td></tr><tr><td>win</td><td>fed</td><td>peg</td><td>sun</td></tr><tr><td>men</td><td>nun</td><td>net</td><td>beg</td></tr></table>	net	bed	mop	hop	sin	red	man	hen	ten	hum	wed	yam	rug	bed	tug	leg	set	mud	sad	tin	win	fed	peg	sun	men	nun	net	beg	Fill in the blank with the appropriate word. Choose your answer from the box below. <table><tr><td>bag</td><td>beg</td><td>win</td><td>son</td><td>hug</td></tr></table> 1. The athletes want to _____ the game. 2. My mom gives me a _____ every morning. 3. The old men along the street _____ for food and water. 4. “Your _____ is a good boy,” said the teacher. 5. Father bought me a new _____ yesterday.	bag	beg	win	son	hug	Underline the 2-syllable word that has a short vowel sound in each sentence. 1. They are watching a puppet show. 2. Reyes family eats dinner at the restaurant. 3. The kids are playing under the tree. 4. Five is her favorite number. 5. She loves playing tennis.	Read each word correctly. Match each word in Column A with the correct picture in Column B to show its meaning. Write the letter of the correct answer in the space below each word. <table><tr><th>Column A</th><th>Column B</th></tr><tr><td>1. dentist _____</td><td>a. </td></tr><tr><td>2. puppet _____</td><td>b. </td></tr><tr><td>3. chicken _____</td><td>c. 012345</td></tr><tr><td>4. numbers _____</td><td>d. </td></tr><tr><td>5. flower _____</td><td>e. </td></tr></table>	Column A	Column B	1. dentist _____	a. 	2. puppet _____	b. 	3. chicken _____	c. 012345	4. numbers _____	d. 	5. flower _____	e. 
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G. Finding practical application of concepts and skills in daily living application	Read each phrase and encircle the word with short vowel sound. Do this on a separate sheet of paper. 1. water in the tub 2. hug your dad 3. men in uniform 4. pin in the sash 5. cook in the pan 6. log in the river 7. hog in the mud 8. cup in the hand 9. vet in the clinic 10. bug in the leaf	Write a simple sentence using the following words with short vowel sound. 1. tub 2. hug 3. man 4. pin 5. pan	Draw the following given words on a separate sheet of paper. Below the drawing, use the words in a sentence. Then, act out the words in 30 seconds.  farmer  chicken	Write the missing vowel letters in the space provided. Read the two-syllable words you got. 1. n _ _ _ g _ _ t  2. r _ _ _ _ n _ g  3. s _ _ _ _ _ c _ t  4. l _ _ _ _ _ _ _ t  5. _ _ _ _ _ _ t 	
H. Making generalization and Abstraction about the lesson	What did you learn?	What did you learn?		Answer the following questions below. 1. How many times do we utter 2-syllable words? 2. Give examples of 2-syllable words with short vowel sounds. 3. How can you show the meaning of words with short vowel sounds?	
I. Evaluating Learning		Write the correct word to complete the sentence. Choose your answer inside the parenthesis. 1. Exercise your _____ every morning. (legs, bed, lid) 2. The cat sleeps on the _____. (mat, log, bug)		Write a sentence about the picture.	

		3. The baby wears a _____. (bib, pin, bag) 4. The _____ barks at the stranger. (dog, pig, cat) 5. He rides on a _____. (bag, bus, bin)		1.  2.  3.  4.  5. 	
J. Additional activities for application or remediation	Copy the sentences in your notebook. Write the correct word to complete the sentence. Choose your answer from the box. mop map gem bug kin log 1. You have to see a _____ to locate your destination.	Write at least five simple sentences and underline the short vowel sound you use in each sentence. Example: I have a new bag.		Write a short paragraph about the following topics below. Use 2-syllable words with short vowel sounds in your composition. 1. Unforgettable Summer Vacation 2. Favorite Subject	



	2. He cleans the floor with a _____. 3. The _____ eats the leaves of the rose. 4. The _____ precious _____ is expensive. 5. Ben and Zed are _____.				
V. REMARKS					
VI. REFLECTION					
A. No. of Learners who earned 80% in the evaluation					
B. No. of learners who require additional activities for remediation					
C. Did the remedial lessons work? No. of learners who have caught up					
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?					

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