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|  <b>GRADES 1 to 12</b><br><b>DAILY LESSON LOG</b> | School:                  | SAPANG ELEMENTARY SCHOOL       | Grade Level:   | III-MELON               |
|                                                                                                                                   | Teacher:                 | EPIFANIA M. BOLANTE            | Learning Area: | MTB                     |
|                                                                                                                                   | Teaching Dates and Time: | OCTOBER 16 – 20, 2023 (WEEK 8) | Quarter:       | 1 <sup>ST</sup> QUARTER |

|                                                                         | MONDAY                                                                                                                                                                                                                              | TUESDAY                                                                                                                                          | WEDNESDAY                                                                                                                                           | THURSDAY                                                                                      | FRIDAY                                                       |
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| <b>I. OBJECTIVES</b>                                                    |                                                                                                                                                                                                                                     |                                                                                                                                                  |                                                                                                                                                     |                                                                                               |                                                              |
| <b>A. Content Standard</b>                                              | Demonstrates communication skills in talking about variety of topics using expanding vocabulary and phrases, shows understanding of spoken language in different context using verbal and non-verbal cues, and informational texts. |                                                                                                                                                  |                                                                                                                                                     |                                                                                               |                                                              |
| <b>B. Performance Standard</b>                                          | .Oral Language                                                                                                                                                                                                                      | .Vocabulary and Concept Development                                                                                                              | Listening and Reading Comprehension                                                                                                                 | Grammar Awareness                                                                             | Study Skills                                                 |
| <b>C. Learning Competency/Objectives</b><br>Write the LC code for each. | Speaks clearly and comprehensively by using standard language and appropriate grammatical forms, pitch and modulation.<br>Identifies and uses words with multiple meanings in sentences.<br>MT3OL –lh -12.1 / MT3VCD –li-j-3.6      | Identifies and uses words with multiple meanings in sentences.<br>Express love for stories and other text.<br>MT3VCD –li-j-3.6/ MT3A –la –i-5.2  | Infers character traits and feelings in a story<br>MT3LC/RC –li-j-3.3                                                                               | Writes correctly differently types of sentences like compound sentences.<br>MT3G – lh –l -6.1 | Get information from the table.<br>MT3SS –li-j-4.8           |
| <b>II. CONTENT</b>                                                      | .                                                                                                                                                                                                                                   |                                                                                                                                                  |                                                                                                                                                     |                                                                                               |                                                              |
|                                                                         | My Family : Members of the Family, Pride of My Family                                                                                                                                                                               | Identifying and Using Words with Multiple Meanings                                                                                               | Inferring Character Traits and Feelings in a Story                                                                                                  | Writing Correctly Compound Sentences                                                          | Getting Information from the Table                           |
| <b>III. LEARNING RESOURCES</b>                                          |                                                                                                                                                                                                                                     |                                                                                                                                                  |                                                                                                                                                     |                                                                                               |                                                              |
| <b>A. References</b>                                                    |                                                                                                                                                                                                                                     |                                                                                                                                                  |                                                                                                                                                     |                                                                                               |                                                              |
| 1. Teacher’s Guide pages                                                | CG p.134 of 149                                                                                                                                                                                                                     |                                                                                                                                                  |                                                                                                                                                     |                                                                                               |                                                              |
| 2. Learner’s Materials pages                                            |                                                                                                                                                                                                                                     |                                                                                                                                                  |                                                                                                                                                     |                                                                                               |                                                              |
| 3. Textbook pages                                                       |                                                                                                                                                                                                                                     |                                                                                                                                                  |                                                                                                                                                     |                                                                                               |                                                              |
| 4. Additional Materials from Learning Resource (LR)portal               |                                                                                                                                                                                                                                     |                                                                                                                                                  |                                                                                                                                                     |                                                                                               |                                                              |
| <b>B. Other Learning Resource</b>                                       | Charts, pictures                                                                                                                                                                                                                    | Powerpoint,charts,pictures                                                                                                                       | Story,charts,illustrations of different feelings, magic box                                                                                         | Strips of sentences                                                                           | Model table                                                  |
| <b>IV. PROCEDURES</b>                                                   |                                                                                                                                                                                                                                     |                                                                                                                                                  |                                                                                                                                                     |                                                                                               |                                                              |
| <b>A. Reviewing previous lesson or presenting the new lesson</b>        |                                                                                                                                                                                                                                     | Spelling<br>Drop top bat park eye rock watch fan foot trip                                                                                       |                                                                                                                                                     | Show some sentences.                                                                          |                                                              |
| <b>B. Establishing a purpose for the lesson</b>                         | Oral and Vocabulary Developmnet<br>A. Think – Pair – Share Activity<br>Teacher perparees pictures:<br>-a boy with a grade level mark on his ID,a report card with grades on it                                                      | Have you been to different places?What places have you been to and with whom?What do you call such an activity? ( Trip, travel, journey , etc. ) | Unlocking of Difficulties:<br>Show Time<br>Inside this magic box are rolled strips of paper. Pick one and act out. Call a friend to guess the word. | Mix and Match of the sentences.                                                               | What can you do if you want to know the information quickly? |

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|                                                                         | <ul style="list-style-type: none"> <li>- a picture a red eye,a big needle with an arrow pointing to the needle eye</li> <li>-a bat flying in the night sky;a boy holding a baseball bat</li> </ul> <p>Group the pupils into three:and distribute these pictures.</p> <ul style="list-style-type: none"> <li>- Let the pupils study the pictures and talk about them. Let each pupil say something about each picture.</li> </ul>                                                           |                                                                                                                                   | <p>Magic box – patted frowned amazed</p> <ul style="list-style-type: none"> <li>- Who helps you with your homework?</li> <li>- Who do you go to when you have questions about your lessons?</li> </ul> <p>Explain your answer.</p> |                                                                                                                                                                        |                                                                                                                                                                                                                                                 |
| C. Presenting examples/Instances of the new lesson                      | <ul style="list-style-type: none"> <li>. Raising of Standards for Listening “ The Class Picture Day”.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                           | Let them watch a point a PowerPoint. The study it.                                                                                | 1 <sup>st</sup> Reading of the Story by the Teacher “ The Homework”                                                                                                                                                                | Can I combine the ideas of these sentences?                                                                                                                            | <p>Study the table of contents entry.</p> <div> <p>YOUR HOBBIES AND YOU</p> <p>Lesson 1 .... 1-7</p> <p>Lesson 2 ...8-39</p> <p>Lesson 3 .... 40 -76</p> <p>Lesson 4...77 -79</p> <p>Lesson 5 ...100 -124</p> <p>Lesson 6.. 125 -150</p> </div> |
| D. Discussing new concepts and practicing new skills # 1                | <ul style="list-style-type: none"> <li>- What activity did the class have? ( class picture day)</li> <li>- Why are they having the activity? ( picture taking activity for the ID, report card grades )</li> <li>- What made Miss Santos worry? ( brownout, pupils sweating )</li> <li>- How did she solve her problems?( passed around tissue; made children fan themselves to stay cool )</li> <li>- How did the story end? ( the pictures were perfect; everyone was happy )</li> </ul> | <ul style="list-style-type: none"> <li>- What did you learned today?</li> <li>- Is the words are the same in meanings?</li> </ul> | <ul style="list-style-type: none"> <li>- What was Athena’s problem?</li> <li>- What did Brigitte suggest to her sister?</li> </ul>                                                                                                 | <p>How many sentences do we have now?</p> <ul style="list-style-type: none"> <li>- What do we do to the sentences?</li> <li>- How did we end the sentences?</li> </ul> | <ul style="list-style-type: none"> <li>- How many lessons are in this book?</li> <li>- What is the title of this book?</li> </ul>                                                                                                               |
| E. Discussing new concepts and practicing new skills # 2                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                   |                                                                                                                                                                                                                                    |                                                                                                                                                                        | <ul style="list-style-type: none"> <li>- What information /data are found in the table of contents?</li> </ul>                                                                                                                                  |
| F. Developing mastery (leads to Formative Assessment 3)                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                   | Inferring Character Traits                                                                                                                                                                                                         |                                                                                                                                                                        |                                                                                                                                                                                                                                                 |
| G. Finding practical application of concepts and skills in daily living | Picture Perfect Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Concept Drawing: Group the pupils into three.                                                                                     | Copy and complete the graphic organizer below:                                                                                                                                                                                     | Refer to Activity Q1 Week 8 LM.                                                                                                                                        | Group the class into 4. I – English Textbooks                                                                                                                                                                                                   |

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|                                                                                           | Let pupils prepare a clean piece of paper and some crayons. Let pupils make an illustration of the sentence.<br>1. I watch cartoons. The boy has a watch.<br>2. This is a letter from my cousin abroad. There is a letter A on the board.<br>3. The girls drop on their things on the chair. One drop of water fell from the faucet. | I – Grades<br>II – Trip<br>III - roll                                                                                                                            | Character Traits<br>1. Brigette<br>2. Athena<br>3. Anton<br>( Group the pupils )                       |                                                                                                                                                                                                                                                                                                                    | II – Science Textbooks<br>III – Filipino Textbooks<br>1. How many pages does the book have?<br>2. What is the main title of the first lesson?<br>3. What lesson are you now discussing in the book?<br>4. What was the lesson on page _? |
| H. Making generalizations and abstractions about the lesson                               | - What did you learned today?                                                                                                                                                                                                                                                                                                        | Words can have more than one meaning.The meaning of the words depicts on how they are used in a sentence. We use context clues to know which meaning is correct. | We can describe a character of the story using Character Traits.                                       | A compound sentence has two ideas or thoughts.                                                                                                                                                                                                                                                                     | The table of contents is an important part of the book. It appears in the front of the book.                                                                                                                                             |
| I. Evaluating learning                                                                    | Assess the pupils into their performances.                                                                                                                                                                                                                                                                                           | Refer to Activity 1-2,Q1 Week 8 LM )                                                                                                                             | .Answer Act.3 Q1 LM Week 8. Process the activity. Check and discuss pupils’ answers to the activities. | . Use rubrics: The ff. is simple sentences. Change them into compound sentences by adding an idea or thought.<br>1. Mila is beautiful and ____.<br>2. The dog is white and ____<br>3. My sister arrived this morning and ____.<br>4. The generator is full of gasoline but _____.<br>5. The chair is new but ____. | Refer to Post Assessment Q1 Week 8 LM page.                                                                                                                                                                                              |
| J. Additional activities for application or remediation                                   | Cut pictures of the ff;<br>1. Mother prepares food for their children. 2-5etc.                                                                                                                                                                                                                                                       | What have you learned in these activities? How can you use what you learned from the activities?                                                                 | .Answer Act.4-5 Q1 LM Week 8 pp.                                                                       | Cut pictures and make compound sentences out of it.                                                                                                                                                                                                                                                                | No assignment                                                                                                                                                                                                                            |
| <b>V. REMARKS</b>                                                                         |                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                  |                                                                                                        |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                          |
| <b>VI. REFLECTION</b>                                                                     |                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                  |                                                                                                        |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                          |
| 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      |                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                  |                                                                                                        |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                          |

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| 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? |  |