

 <b>GRADES 1 to 12</b> <b>DAILY LESSON LOG</b>	<b>School:</b>		<b>Grade Level:</b>	<b>III</b>
	<b>Teacher:</b>	File created by Sir LIONELL G. DE SAGUN	<b>Learning Area:</b>	<b>ENGLISH</b>
	<b>Teaching Dates and Time:</b>	MARCH 6-10, 2023 (WEEK 4)	<b>Quarter:</b>	<b>3<sup>RD</sup> QUARTER</b>

	MONDAY	TUESDAY	WEDNESDAY	THURDAY	FRIDAY
<b>I. OBJECTIVES</b>					
<b>A. Content Standard</b>	Developing Reading and Writing				Weekly Test
<b>B. Performance Standard</b>	.Oral Language	.Reading Comprehension	Grammar	Vocabulary and Concept Development	
<b>C. Learning Competency/Objectives</b> Write the LC code for each.	Follow and explain process. EN3OL –IIId-1.16.3	Identify cause and effect based on stories read. EN3RC –IIId-a-b-2.13	Use personal pronouns.(eg. I,you,he,she,it,we,they)	Increase vocabulary through synonyms and antonyms. EN3V –IIId-b-d-13	
<b>I. CONTENT</b>					
	Story: A Monster Who Came To School	Cause and Effect	Using Personal Pronouns	Synonyms and Antonyms	
<b>II. LEARNING RESOURCES</b>					
<b>A. References</b>					
1. Teacher’s Guide pages					
2. Learner’s Materials pages					
3. Textbook pages					
4. Additional Materials from Learning Resource (LR)portal					
<b>B. Other Learning Resource</b>	powerpoint	Powerpoint,strips of papers	Powerpoint, activity cards		
<b>III. PROCEDURES</b>					
<b>A. Reviewing previous lesson or presenting the new lesson</b>			Cause and Effect	Personal Pronouns	
<b>B. Establishing a purpose for the lesson</b>	Unlocking/Vocabulary & Concept Development Say: <i>Let us be energized by playing the HAND-MIND WORD game. Say R U L E S. All R, U, L, E, S will form the groups.</i> (Note: Each group will be given five (5) sets of jumbled letters inside the envelope. The sets of letters are numbered from one to seven. If you hear the word <b>THINK</b> ,	Link-lines-in Say: Let us have the SAY DO- DON’T game. Say DO if the line I will read or illustration I will show is a good thing to be done in school and Don’t if it is not. Ready? I will walk at the corridor. I will chew gum during class hours. I will attend class regularly. I will be attentive during class discussion. I will leave my desk clean and orderly.	Mix and Match of pictures through relying personal pronouns.	What is school?	

	<p>listen for the clues about the word. If you hear the word <b>GO</b> -start arranging the letters and if you hear the word <b>STOP</b>- say the word.)</p> <p>- Imagine a school with a monster, what do you think will happen?</p>				
C. Presenting examples/Instances of the new lesson	<p>. Before the reading time begins, the teacher assigns some pupils for the role play of some story parts.)</p> <p>The Monster Who Came to School</p>		Show powerpoint or video about personal pronouns.	Make your own poem about school which have synonyms and antonyms. Present a video about synonyms and antonyms?	
D. Discussing new concepts and practicing new skills # 1	What do you think will the teacher feel when she sees a monster in school?	If you chew gum during class, what will happen? If you run at the corridor, what will happen? If you attend class regularly, what will happen?	What is the video/powerpoint all about?	- What a makes a sentence noticeable?	
E. Discussing new concepts and practicing new skills # 2	What do you think would the monster do?	<div><div>Cause and Effect Chart</div><div>Cause</div><div>The monster took so much space at t</div><div>The Monster screamed loudly.</div><div>While the teacher was reading a story Monster laughed and shouted.</div><div>At rest time, the monster pulled child</div></div>			
F. Developing mastery (leads to Formative Assessment 3)		<p>(Note: In envelopes, each group should receive 2 pairs of sentence strips. Pupils' answers should be posted in the Cause and Effect Chart.)</p> <p>Sample sentence strips:</p> <div>You forget to return a borrowed book from a friend.</div>	The following exercises will help you gain greater understanding about how personal pronouns work. Choose the best answer to complete each sentence. 1. _____ often reads until late at night. He Alan Mary		

		<div>She: the cat is running up and down the stairs.</div> <div>You: the cat is running up and down the stairs.</div> <div>You: the cat is running up and down the stairs.</div> <div>You: the cat is running up and down the stairs.</div> <div>The pupils listen attentively to the teacher.</div>	<div>They</div> <div>2. _____ is running up and down the stairs.</div> <div>The cat</div> <div>She</div> <div>My brother</div> <div>You</div> <div>3. _____ is from Ireland.</div> <div>Rory</div> <div>My friend</div> <div>He</div> <div>This souvenir</div> <div>4. Have _____ got a dog, Mary?</div> <div>Anyone</div> <div>They</div> <div>Someone</div> <div>It</div> <div>5. We enjoy the roses so much. _____ really liven up the garden.</div> <div>They</div> <div>Its</div> <div>Someone</div> <div>Flowers</div>		
G. Finding practical application of concepts and skills in daily living	(Note: Have the pupils decide on what they should draw or role play an assigned story part.)	Group the pupils into three. Provide an activity for them.	Groupings.	Group them into three. I –Synonyms II –Antonyms III –Synonyms or Antonyms	
H. Making generalizations and abstractions about the lesson	What lesson did you learned today?	How do we know the cause and effect on the sentences?	What is personal pronouns?	What did you learned today?	
I. Evaluating learning	Refer to Activity 216.	Refer your pupils to Activity 218	<div>. Complete with the subject personal pronoun</div> <div>1. My name is Sue. (Sue) _____ am English. And this is my family.</div> <div>2. My mum’s name is Angie. (Angie) _____ is from Germany.</div> <div>3. Bob is my dad. (My dad) _____ is a waiter.</div>	.Provide an activity about synonyms and antonyms.	

			4. On the left you can see Simon. (Simon) _____ is my brother. 5. (Sue and Simon) _____ are twins.		
J. Additional activities for application or remediation	Cut pictures why a child become a monster in school.	Draw what happen when a class always absent.	.Research about personal pronouns.	Review your lessons for the coming test.	
IV. REMARKS					
V. REFLECTION					
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					
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?					