



**GRADES 1 to 12**  
**DAILY LESSON LOG**

<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>MAY 2-5, 2023 (WEEK 1)</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	Attitudes Towards Reading	LC / RC
<i>Learning Competency</i>		Relates one’s own experiences and ideas related to the topics using a variety of words with proper phrasing and intonation Use words unlocked during story reading in meaningful contexts. <b>MT3OL – Iva -10.1 / MT3VCD – Iva –b -1.4</b>	Identifies and use adjectives appropriate for the grade level <b>MT3G – Iva -</b>	Epresses interest in texts by reading available print materials. <b>MT3A – Iva – 5.3</b>	Notes important details in grade level informational texts. Write a three – to –five- sentence procedural paragraph using signal words such as first, next, then ,and last. <b>MT3LC –RC – 1.2.1 / MT3C – Iva – i-2.7</b>
<b>II CONTENT</b>		Our Community Resources	Identifying and using adjectives appropriate for the grade level	Epressing interest in texts by reading available print materials.	Noting Important Details Using Signal Words
<b>III. LEARNING RESOURCES</b>					
<b>A. References</b>					
<i>1. Teacher’s Guide Pages</i>					
<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>		Pre-Assessment Put as many words as you can in the following chart that you can associate with water.	Context clues about water.	Spelling	Spelling Checking of Assignment
<i>B. Establishing a purpose for the lesson</i>		Show pcitures of clean and dirty water. - What do you see in the pictures?	Show some salt to the class. ' Why do you think the sea is salty?	Why does pineapple have plenty of eyes?	Read the ff.events from the story: ( TG Based ).
<i>C. Presenting Examples/instances of new lesson</i>		1. Let the pupils say something about the	Read the folktale “ Why the Sea is Salty”.	Reading “ The First Pineapple”.	

		following pictures.Let them describe what they see. 2. Read the ff. dialogue while the pupils listen.			
<i>D. Discussing new concepts and practicing new skills #1</i>		- Who forgot to turn off the water? - What water resources were mentioned in the dialogue?	How did the water taste before? Where did people get salt? How did the giant help them?	Where did the story happen? What attitude did Pina have that her parents disliked?	Are the events arranged according to how they happened in the story? How are we going to arrange these events?
<i>E. Discussing new concepts and practicing new skills #2</i>		Is water important?Why?			
<i>F. Developing mastery (Leads to Formative Assessment)</i>			Let the pupils describe the giant., sea , ants.	Why must we obey our parents?	
<i>G. Finding Practical applications of concepts and skills</i>		Act –out by pairs.	Let pupils do the illustration in LM.	Act –out the folktale.	LM Activity 9.
<i>H. Making generalizations and abstractions about the lesson</i>		What lesson did you learned today?	What is adjectives?	How do you show interest to the materials printed that you have read today?	What are the commonly used signal words in arranging an events?
<i>I. Evaluating Learning</i>		Think – Pair – Share - What ways would you do to help conserve water?	LM , Activity 4.	Do LM Activities 5 and 6.	LM , Activity 10.
<i>J. Additional activities for application or remediation</i>		List five importance of water in our community.	What is your favorite toy?Tell what kind of toy it is.Describe its color and size.Tell also why it is your favorite toy.Write it in your paper.	Cut a story same as the story you heard and read earlier.	Write a paragraph that tells about how you prepare before school. Use signal words to tell the order of the events.
<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>		___Yes ___No ___ of Learners who caught up the lesson	___Yes ___No ___ of Learners who caught up the lesson	___Yes ___No ___ of Learners who caught up the lesson	___Yes ___No ___ of Learners who caught up the lesson
<i>D. No. of learners who continue to require remediation</i>		___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation
<i>E. Which of my teaching strategies worked well? Why did these work?</i>		<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw

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F. What difficulties did I encounter which my principal or supervisor can help me solve?		<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works <i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works <i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works <i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works <i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?		<i>The lesson have successfully delivered due to:</i> <input type="checkbox"/> pupils' eagerness to learn <input type="checkbox"/> complete/varied IMs <input type="checkbox"/> uncomplicated lesson <input type="checkbox"/> worksheets <input type="checkbox"/> varied activity sheets	<i>The lesson have successfully delivered due to:</i> <input type="checkbox"/> pupils' eagerness to learn <input type="checkbox"/> complete/varied IMs <input type="checkbox"/> uncomplicated lesson <input type="checkbox"/> worksheets <input type="checkbox"/> varied activity sheets <i>Strategies used that work well:</i>	<i>The lesson have successfully delivered due to:</i> <input type="checkbox"/> pupils' eagerness to learn <input type="checkbox"/> complete/varied IMs <input type="checkbox"/> uncomplicated lesson <input type="checkbox"/> worksheets <input type="checkbox"/> varied activity sheets <i>Strategies used that work well:</i>	<i>The lesson have successfully delivered due to:</i> <input type="checkbox"/> pupils' eagerness to learn <input type="checkbox"/> complete/varied IMs <input type="checkbox"/> uncomplicated lesson <input type="checkbox"/> worksheets <input type="checkbox"/> varied activity sheets <i>Strategies used that work well:</i>

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