

School:		Grade Level:	III
Teacher:	Credits to the Writer of this DLL	Learning Area:	ENGLISH
Teaching Dates and Time:	MARCH 27-31, 2023 (WEEK 7)	Quarter:	3 RD QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I OBJECTIVES					
Content Standard	Oral Language	Listening Comprehension /LC	Grammar	Phonics and Word Recognition	
Performance Standard	Have sufficient facility in English to	Demonstrate critical	Communicate effectively ,in oral and	Be able to use correctly sight	
	understand spoken discourse.	understanding and information of	written forms ,using correct	words with recognition (long o).	
	·	epository text.	grammatical structures of English.		
Learning Competency	Engage in discussions about specific	Determine whether the story is	Use commonly used possessive	Long O Sound	
	topics.	realistic or fantasy.	pronouns.	EN3PWR – IIIf -26	
	EN3OL – IIIf – 1.16.5	EN3LC – IIIg –h-3.15	EN3G – IIIe –f-4.2.4		
II CONTENT	Lesson 25 Day 1 Literature:	Realistic or Fantasy			
	"Mateo's Favorite Clothes	,			
III. LEARNING RESOURCES					
A. References					
1. Teacher's Guide Pages					Weekly Test
2. Learner's Materials pages					
3. Text book pages					
4. Additional Materials from					
Learning Resources					
B. Other Learning Resources					
IV. PROCEDURES					
A. Reviewing previous lesson or					
presenting the new lesson					
B. Establishing a purpose for the	Unlocking Vocabulary and Concept	Brainstorm of the text shown.	Who are your friends in school? Why	Make a poem consisting words	
lesson	Development		do you consider them your friends?	with long o sounds.	
	(favorite, fitting, evacuation center)		, ,		
	Do you have favorite clothes? What				
	do you do with them?				
C. Presenting Examples/instances	Mateo's Favorite Clothes	Say: Remember the story	Elena: Whose wallet is this?	Present a video or powerpoint	
of new lesson		we had yesterday? I'll show	Susan: Let me see. I think it is	that compose of long o sounds.	
		you the pictures of the	Linda's.		
		characters and the setting	Elena: Is it not yours? You have your		
			picture		
		of the story. Tell something	inside.		
		about each one.	Susan: No, it isn't mine. But I gave		
			her one of my		
			pictures.		

		Make illustration of Mateo's mother	Elena: Oh, Yes! It is hers. It belongs to our special friend. Susan: Come, let us drop by her house and return this to her.		
D. Discussing new concepts and practicing new skills #1	Why did Mateo's mother get his old clothes from the cabinet? Did Mateo give his old clothes at once? Why? Why not If you were Mateo, would you also keep your favorite clothes? Why? Did Mateo change his mind? What did he do with his old clothes? Did Mateo make a quick and right decision about his favorite clothes? Do you have any experience similar to Mateo's? Share it with your classmates.	Where and when did the story of Mateo's Favorite Clothes happen? Write the answer on the chart. How about the story of Super RR? Do you think the top of the golden mountain is real? Can we find it in a real world?	 Who found the wallet? Whose wallet was it? Did the two friends return the wallet? If you were Elena and Susan, would you also return the wallet? Why? Why not? 	In what sounds does the pictures or objects recognize?	
E. Discussing new concepts and practicing new skills #2					
F. Developing mastery (Leads to Formative Assessment)			Let them study about possessive pronouns.		
G. Finding Practical applications of concepts and skills	Go back to the pupils' guesses on the tag boards. Ask them to check their responses.	Group Working	Group Activity.	Provide an activity by the pupils to answer.	
H. Making generalizations and abstractions about the lesson	What lesson did you learned today?	How do you know the text or story is realistic or fantasy?	Remember: 1. My, your, our, his, her, its, and there are possessive pronouns. They always go with nouns after them. Examples: My wallet Our parents 2. Mine, ours, his, hers, and theirs are possessive pronouns, too. They don't need nouns after them. Examples: That wallet is mine.	What sounds did you learned today?	

			3. His is a possessive pronoun which may or may not need a noun after it. Examples: These are his pictures. These are his. 4. These possessive pronouns are used to answer questions beginning with whose. They go with This/That is, These/Those are. Examples: Whose pencil is this? This is my pencil. This is mine.		
I. Evaluating Learning	Draw and wrte the events in the story.	Tell whether the following is realistic or fantasy. 1. Super Inday and the Magic Bibe 2. Woods in the forest sway in music. 3. Maala-ala Mo Kaya 4-5.etc.	Direction: Read the sentences. Copy the correct form of the words in parentheses. 1. Mang Pedring has many stores. One of (his, her) stores is near in our house. 2. He treats (his, her) customers fairly. 3. The customers like to buy from (his, her)store. 4. Do you know (our, ours) way to the store. 5. I buy (my, mine) things there.	(Teachers 'discretion) How he/she assess the learnings of the pupils.	
J. Additional activities for application or remediation	Draw your favorite part of the story.And explain why it is your favorite.	Cut at least 5 pictures of real and fantasy.	Research for another example of possessive prononuns. Make a sentence out of these prononuns.	Cut pictures with long o sounds.	
V. REMARKS					
VI. REFLECTION					
A. No. of learners who earned 80% on the formative assessment B. No. of Learners who require additional activities for remediation					

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?			