



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 3	Quarter	3 rd	
DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES					
A. Content Standards	The learner demonstrates understanding of different listening strategies to comprehend text				
B. Performance Standards	The learner’s proficiency uses information from texts viewed or listened to in preparing logs and journals				
C. Learning Competency Code	Identify and use the elements of an informational/factual text heard. (EN3LC-IIIi-j-3.7)	1. identify words with long /ā/, / ī/, /ō/, and /ū/ sounds; 2. read words with long /ā/, / ī/, /ō/, and /ū/ sounds (ending in e); and 3. choose words with long /ā/, / ī/, /ō/, and /ū/ sounds from the given sets of words.			Learners will be able to answer the assessment with 80% accuracy
II. CONTENT	Elements of Informational/Factual Texts		Read Words with Long /ā/, / ī /, /ō/, and /ū/ Sounds		
III. LEARNING RESOURCES					
A. References					
1. Teacher’s Guide Pages					

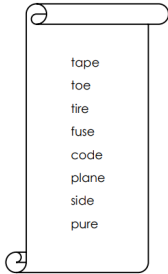


2. Learner’s Materials					
Pages					
3. Textbook Pages					
4. Additional Materials					
From LR Portal					
B. Other Learning Resources	Module 5	Module 5	Module 6	Module 6	Activity sheets
IV. PROCEDURES					
A. Review	Write the possible solution for the given problem. Choose the correct answer inside the box below. 1. Riza forgot her lunch box _____. 2. Ben got a low grade in his exam. _____. 3. Vanessa broke the flower vase. _____. 4. Zia hit her head and got a big bump. _____. 5. Mrs. Borres wanted a fresh apple on her fruit salad. The store near her house did not have any fresh ones _____.		Choose a picture in each row that starts with a vowel letter. Write the letters of the correct answers. 1.  a. avocado b. mango c. guava d. pineapple 2.  a. burger b. cake c. ice cream d. barbecue 3.  a. carrot b. eggplant c. squash d. corn 4.  a. raincoat b. jacket c. cap d. umbrella		I. Read the short story and fill in the table. Get your answers from the story. More than the Clay One Sunday morning, Mae wants to play with clay in the room. She gets the tray and puts in the clay. Her brother Ray tries to get the clay but Mae asks her younger brother to stay away from the tray. She explains to Ray that the clay might fall from the tray. However, Ray explains to his sister Mae that he will only play with the clay. He will just borrow the clay to play all day. Mae gives her half of the clay to her younger brother Ray. Ray is very happy because he receives half of the clay from his sister Mae. He embraces his sister and thank her for her kindness. Mae is also happy for her younger brother
B. Establishing Purpose	Listen and read the poem aloud. Answer the questions below. CAKE		Read the pairs of words below and determine the difference between the short and long vowel sounds.		

	I love to bake a cake. My mother wants to take. My sister brings candy cane. Her name is little Jane. My father gets the plate. He also wants to taste. He loves to eat the cake. The reason why I bake. 1. What does the author bake? a. Cake b. Candy cane c. Chocolate 2. Who wants to take the cake? a. Father b. Mother c. Sister 3. What is the name of the sister? a. Cane b. Jane c. Elaine 4. Who wants to get the plate? a. Mother b. Sister c. Father 5. Why does he want to get the plate? a. He wants to take the cake b. He will give it to his friends. c. He will sell it to his workmates.		<table><tr><th>Vowel</th><th>Short Sound</th><th>Long Sound</th></tr><tr><td>a</td><td> cap</td><td> cape</td></tr><tr><td>i</td><td> Tim</td><td> time</td></tr><tr><td>o</td><td> orange</td><td> phone</td></tr><tr><td>u</td><td> tub</td><td> tube</td></tr></table> The words cap, Tim, orange, and tub have short vowel sounds, while cape, time, phone, and tube have long vowel sounds.	Vowel	Short Sound	Long Sound	a	 cap	 cape	i	 Tim	 time	o	 orange	 phone	u	 tub	 tube		Ray and assures him that she loves him more than the clay. 1. Title of the Story 2-3. Characters (Who are in the story?) 4. Setting (Where did the story happen?) 5.Setting (When did the story happen?) II. Read the words below. Choose the words that have the long /ā/, / ī /, /ō/, and /ū/ sounds. Write the letters of the correct answers. <table><tr><td>1. long /ā/</td><td> a. pig</td><td> b. dog</td><td> c. whale</td></tr><tr><td>2. long /ī/</td><td> a. one</td><td> b. five</td><td> c. zero</td></tr><tr><td>3. long /ō/</td><td> a. bone</td><td> b. barbecue</td><td> c. ice cream</td></tr><tr><td>4. long /ū/</td><td> a. guitar</td><td> b. piano</td><td> c. cube</td></tr></table>	1. long /ā/	 a. pig	 b. dog	 c. whale	2. long /ī/	 a. one	 b. five	 c. zero	3. long /ō/	 a. bone	 b. barbecue	 c. ice cream	4. long /ū/	 a. guitar	 b. piano	 c. cube
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C. Presenting Examples	In the previous activity, you read the poem and answered the questions that follow. How many stanzas does the poem have? What are the rhyming words in each stanza? Let’s try to answer these questions. <table><tr><th>STANZA</th><th>RHYMING WORDS</th></tr><tr><td>1</td><td>cake and take cane and Jane</td></tr><tr><td>2</td><td>plate and taste cake and bake</td></tr></table>	STANZA	RHYMING WORDS	1	cake and take cane and Jane	2	plate and taste cake and bake		Read and understand the Key Points to learn more about long /ā/, / ī /, /ō/, and /ū/ sounds (ending in e). Usually, a word with a short vowel is changed into a long vowel by placing a silent letter “e” at the end of a word. A long vowel is pronounced the same way as the name of the letter itself. A word has a long /ā/ sound when it is spelled with an a in the middle of the of the word and an e at the end. Long /ā/ is pronounced as in cape. A word has a long / ī / sound when it is spelled with an i in the middle of the word and an e at the end. Long																											
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			/i/ is pronounced as in time. A word has a long /ō/ sound when it is spelled with an o in the middle of the word and an e at the end. Long /ō/ is pronounced as in phone. A word has a long /ū/ sound when it is spelled with u in the middle of the word and an e at the end. Long /ū/ is pronounced as in tube. However, it can also be pronounced like June, Luke, and blue.																															
D. Discussing New Concepts and predicting new skills Q1	ELEMENTS OF A STORY Characters- are the people or animals in a story. Setting- tells when and where a story happens. Events- are actions in a story. Problem- an event to be resolved by the characters. Solution- tells how the problem is resolved.		Read the following words below. <table><tr><td>long /ō/</td><td>long /ī/</td><td>long /ō/</td><td>long /ū/</td><td>Long /ū/</td></tr><tr><td>date</td><td>ice</td><td>joke</td><td>mute</td><td>June</td></tr><tr><td>made</td><td>five</td><td>tone</td><td>cube</td><td>rule</td></tr><tr><td>male</td><td>hire</td><td>spoke</td><td>fuse</td><td>Luke</td></tr><tr><td>gave</td><td>rise</td><td>pole</td><td>tube</td><td>blue</td></tr><tr><td>name</td><td>pipe</td><td>zone</td><td>tune</td><td>glue</td></tr></table>	long /ō/	long /ī/	long /ō/	long /ū/	Long /ū/	date	ice	joke	mute	June	made	five	tone	cube	rule	male	hire	spoke	fuse	Luke	gave	rise	pole	tube	blue	name	pipe	zone	tune	glue	
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E. Discussing New Concepts and Predicting New Skills Q2/Guided Practice																																		
F. Developing Mastery (Leads to Formative Assessment)	Read the poem and answer the questions that follow. DAVID David is on his third grade He just receives his passing grade He wants to join the basketball game So, he asks if he can list his name. 1. Who wants to join the basketball game? a. Sam b. Ben c. David 2. In what grade level is he? a. Fourth b. Third c. First 3. What does he just receive?		Read the words inside each pair of cupcakes. Then, choose the word that has a long vowel sound from each pair. 1.  can  cane 2.  bite  bit 3.  not  note 4.  cute  cut																															



	a. Gift b. Passing grade c. Cake 4. What is the title of the poem? a. Sam b. Ben c. David 5. What does David ask? a. David asks if he can list his name b. David asks if he can go to the party c. David asks if he can recite the poem.				
G. Finding practical application of concepts and skills in daily living application	Read the story and fill in the table with the correct information. SURPRISE GIFT Lucy made a beautiful dress for Lyn. Lyn wanted a dress for her upcoming birthday. She asked Lucy if she could do it. Lucy agreed. She made a beautiful dress for Lyn. On her birthday, Lyn acknowledged Lucy’s effort in making her dress. Lucy said that she made it wholeheartedly for her birthday. Lyn tried to pay Lucy. However, Lucy did not accept the money since it was her surprise gift for Lyn and that she was grateful for their friendship. 1. Title of the Story 2-3. Characters (Who are in the story?) 4. Setting (Where did the story happen?) 5.Setting (When did the story happen?)			Read the words in the box below. Write each word to the appropriate long vowel sound where it belongs. Words with long /ā/ sound 1. _____ 2. _____ Words with long / ī / sound 1. _____ 2. _____ Words with long /ō/ sound 1. _____ 2. _____ Words with long /ū/ sound 1. _____ 2. _____ 	
H. Making generalization and		Draw a happy face 😊 if the statement is true and	1. Words with a in the middle and e in the end are read with the long		

Abstraction about the lesson		draw a sad face ☹ if it is false. _____ 1. Characters are the people or animals in a story. _____ 2. A problem tells when and where a story happens. _____ 3. Events are the actions in the story. _____ 4. A problem is an event to be resolved by the characters. _____ 5. A solution tells how the problem is resolved.	/_____/sound as in cake, made, sale, and date. 2. Words with i in the middle and e in the end are read with the long /_____/ sound as in ride, Mike, five, and bike. 3. Words with o in the middle and e in the end are read with long /_____/ sound as in cone, bone, hope, and hole. 4. Words with u in the middle and e in the end are read with long /_____/ sound as in cute, mute, and tube. However, it can also be sounded as in glue, June, and blue.										
I. Evaluating Learning		Read the story carefully and fill in the table with the correct information. A VISIT TO GRANDPA Last Sunday, Faith and her sister Ana walked to their Grandpa’s house. On the way, they stopped by the fruit market and bought an orange each and ate them as they walked. While crossing through the park, Faith picked some flowers for her cousin Mae. They looked at the people at the park. They passed by at the house of Mr. Borres. Finally, they arrived at Grandpa’s house. Grandpa came out and gave them both a big hug.		Read the words below. Choose the words that have the long /ā/, / ī /, /ō/, and /ū/ sounds. <table><tr><td>1. long /ā/</td><td>a. cap b. cape c. can d. car</td></tr><tr><td>2. long / ī /</td><td>a. Tim b. tin c. ten d. tire</td></tr><tr><td>3. long /ō/</td><td>a. cop b. cup c. cope d. cut</td></tr><tr><td>4. long /ū/</td><td>a. tube b. tub c. ton d. tone</td></tr></table>	1. long /ā/	a. cap b. cape c. can d. car	2. long / ī /	a. Tim b. tin c. ten d. tire	3. long /ō/	a. cop b. cup c. cope d. cut	4. long /ū/	a. tube b. tub c. ton d. tone	
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J. Additional activities for application or remediation		Think of your unforgettable experience during summer vacation and write five (5) sentences about it.		Search and copy the words with long /ā/, / ī /, /ō/, and /ū/ sounds (ending in e) in the puzzle below. Write your answers on the paper. Then, read aloud the words that you have written. <table><tr><td>A</td><td>B</td><td>O</td><td>N</td><td>E</td><td>Q</td><td>Y</td></tr><tr><td>O</td><td>A</td><td>T</td><td>M</td><td>Q</td><td>L</td><td>T</td></tr><tr><td>R</td><td>K</td><td>Y</td><td>N</td><td>C</td><td>T</td><td>I</td></tr><tr><td>P</td><td>E</td><td>R</td><td>F</td><td>U</td><td>M</td><td>E</td></tr><tr><td>S</td><td>F</td><td>S</td><td>T</td><td>B</td><td>G</td><td>X</td></tr><tr><td>G</td><td>B</td><td>I</td><td>K</td><td>E</td><td>M</td><td>Z</td></tr><tr><td>T</td><td>H</td><td>K</td><td>R</td><td>W</td><td>R</td><td>P</td></tr><tr><td>U</td><td>Y</td><td>L</td><td>D</td><td>R</td><td>D</td><td>S</td></tr></table>	A	B	O	N	E	Q	Y	O	A	T	M	Q	L	T	R	K	Y	N	C	T	I	P	E	R	F	U	M	E	S	F	S	T	B	G	X	G	B	I	K	E	M	Z	T	H	K	R	W	R	P	U	Y	L	D	R	D	S	
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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?	Use of graphic organizers and collaborative learning. It promotes active learning.	Use of concrete objects, it helps in visualizing the concepts and helps in learning engagement	
F. What difficulties did I encounter which my principal or supervisor can help me solve?	None	None	None
G. What innovation or localized materials did I use/ discover which I wish to share with other teachers?	None	None	None

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