



**GRADES 1 to 12  
DAILY LESSON LOG**

<b>School:</b>		<b>Grade Level:</b>	<b>III</b>	
<b>Teacher:</b>		<b>Learning Area:</b>	<b>ENGLISH</b>	
<b>Teaching Dates and Time:</b>	<b>OCTOBER 24 - 28, 2022 (WEEK 10)</b>		<b>Quarter:</b>	<b>1<sup>ST</sup> QUARTER</b>

I. OBJECTIVES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>A.Content Standards</b>	Reading Comprehensions		Grammar		
<b>B.Performance Standards</b>	Able to analyze the sentence or text in confirming and predicting.	Able to identify the plural form of nouns.	To measure the capacity of the child.	To measure the capacity of the child.	
<b>C.Learning Competencies/Objectives</b>	Make and confirm predictions about texts.	Use plural form of frequently occurring irregular nouns	To take a summative test.	Administering the test to the pupils in measuring the child's intellect about the lesson in first quarter.	
<b>Write the LC Code for each</b>	EN3RC –If –j -2.8	EN3G –li –j-2.4			
<b>II. CONTENT</b>	Making and Confirming Predictions	Plural Form of Irregular Nouns	Summative Test	First Quarterly Examinations	
<b>III. LEARNING RESOURCES</b>					
<b>A.References</b>					
<b>1.Teacher's Guides/Pages</b>					
<b>2.Learner's Materials Pages</b>					
<b>3.Textbook Pages</b>					
<b>4.Additional Materials from Learning Resources (LR) portal</b>					
<b>B.Other Learning Resources</b>	Lesson Guide in Elementary English 3				
<b>IV. PROCEDURES</b>					
<b>A.Reviewing previous lesson or presenting the new lesson</b>		How do we change nouns ending in –o – into plural forms?			
<b>B.Establishing a purpose for the lesson</b>	What do you think will happen when somebody shouts fire then afterwards tells everyone that he/she was just joking?	What are frequently occurring irregular nouns?	1. Do you study your lessons?	1. Are you ready for passing the test? Raised your hand.	
<b>C.Presenting examples/instances of the new lesson</b>	Read the story " The Boy Who Cried " Wolf ".	Present a videos about the topics.	2. Present the materials before taking the test.	2. Prepare the materials to be used by assessing the intellect of the pupils.	
<b>D.Discussing new concepts and practicing new skills #1</b>	-Who took care of the sheep in the story. - Why did the boy decide to fool the villagers?	How do change nouns in its plural forms like irregular nouns?	3. Are you ready for taking the test?	3. Have you got the standards?	

<b>E. Discussing new concepts and practicing new skills #2</b>					
<b>F. Developing mastery (Leads to formative assessment)</b>	Practice Exercises Choose the appropriate ending. Father's boss gave him four tickets for Spiderman II. When he came home, he told mother and the children to dress up. a. They went to the park. b. They watched the movie. c. They went to the mall.	.	4. Give the standards in taking the test.	4. Let pupils prepare themselves in taking an exam.	
<b>G. Finding practical/applications of concepts and skills in daily living</b>	Make your own prediction about each situation.	Group them into three. Give an activity	5. Categorize the ability of the pupils in taking the test.	5. Guide them and supervise them in taking the test.	
<b>H. Making generalizations and abstractions about the lesson</b>	How do you make predictions?	What is irregular nouns?	6. Have you got a high scores to the tests you taken?	6. Did you reach the high points for the scores?	
<b>I. Evaluating Learning</b>	Write the letter of the correct answer.	Change the following nouns into plural forms. 1. man 2. woman 3. child	7. Who among you passed the test? Original File Submitted and Formatted by DepEd Club Member - visit <a href="http://depedclub.com">depedclub.com</a> for more	7. Who among you obtained the right scores for passing the test?	
<b>J. Additional activities for application or remediation</b>	Copy a story related to the lesson you learned today.	Make a scrap book of nouns.	8. Study the missed items .	8. Study for the next exam.	
<b>V. REMARKS</b>					
<b>VI. REFLECTION</b>					
<b>A. No. of learners who earned 80% of the formative assessment</b>	___ of Learners who earned 80% above	___ of Learners who earned 80% above	___ of Learners who earned 80% above	___ of Learners who earned 80% above	___ of Learners who earned 80% above
<b>B. No. of learners who require additional activities to remediation</b>	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation
<b>C. Did the remedial lessons work? No. of learners who have caught up with the lesson</b>	___ 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	___ Yes ___ No ___ of Learners who caught up the lesson

<b>D.No. of ledarners who continue to require remediation</b>	___ 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	___ of Learners who continue to require remediation
<b>E.Which of my taching strategies worked well?Ehy did these work?</b>	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Power Point Presentation ___ Answering preliminary activities/exercises ___ Discussion ___ Case Method ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Power Point Presentation ___ Answering preliminary activities/exercises ___ Discussion ___ Case Method ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Power Point Presentation ___ Answering preliminary activities/exercises ___ Discussion ___ Case Method ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Power Point Presentation ___ Answering preliminary activities/exercises ___ Discussion ___ Case Method ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Power Point Presentation ___ Answering preliminary activities/exercises ___ Discussion ___ Case Method ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks
<b>F.What difficulties did I encounter which my principal or supervisor can help me solve?</b>	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab ___ Additional Clerical works ___ Reading Readiness ___ Lack of Interest of pupils	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab ___ Additional Clerical works ___ Reading Readiness ___ Lack of Interest of pupils	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab ___ Additional Clerical works ___ Reading Readiness ___ Lack of Interest of pupils	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab ___ Additional Clerical works ___ Reading Readiness ___ Lack of Interest of pupils	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab ___ Additional Clerical works ___ Reading Readiness ___ Lack of Interest of pupils

<b>G.What innovation or localized material did I use/discover which I wish to sharewith other teachers?</b>	<i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making use 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"/> Fashcards <input type="checkbox"/> 4 F's	<i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making use 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"/> Fashcards <input type="checkbox"/> 4 F's	<i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making use 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"/> Fashcards <input type="checkbox"/> 4 F's	<i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making use 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"/> Fashcards <input type="checkbox"/> 4 F's	<i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making use 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"/> Fashcards <input type="checkbox"/> 4 F's
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