

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 2	Quarter	2 nd	
DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES					
A. Content Standards	Demonstrates understanding of familiar sight and irregularly spelled words for automatic recognition		Demonstrates understanding of grammatical structures of English to be able to communicate effectively in oral and written forms		
B. Performance Standards	Uses familiar sight and irregularly -spelled words in meaningful oral and written tasks		Proficiency in constructing grammatically correct sentences in varied theme-based oral and written activities		
C. Learning Competency Code	Read phrases, sentences, poems, rhymes and short stories consisting of words with initial consonant blends l, r, and s (EN3PWR-IIa-b-22);	Read words with final blends (-st, -lt, -nd, -nt, -ft) preceded by short e, a, i, o, and u (EN3PWR-II-d-e-1.1)	Identifying Verbs EN3G-IIa-c-3	form the past, present, and future forms of regular verbs; and use the past, present, and future form of regular verbs in sentences (EN3G-II-d-f3.2; EN3G-II-e-f-3.2.1.1)	Learners will answer the quiz with 80% accuracy.
II. CONTENT					
III. LEARNING RESOURCES					
A. References					
1. Teacher's Guide Pages					
2. Learner's Materials					

Pages					
3. Textbook Pages					
4. Additional Materials	Module 3	Module 3		Module 2	
From LR Portal					
B. Other Learning Resources	Worksheets, visual aids, flashcards	Worksheets, visual aids, flashcards	Worksheets, visual aids, flashcards		Activity sheets
IV. PROCEDURES					
A. Review	A. Directions: Read the questions carefully and answer them. 1. Here is a rhyme. Identify the word or words with beginning /l/ blends. If you're happy and you know it, clap your hands! If you're happy and you know it, stomp your feet!	Directions: Read and copy the words in the table below according to their final consonant blends.	1. Review: Lights! Camera! Action!	Directions: Read the poem, "Our Vacation." Encircle the verbs used in the poem. Write your answer on a separate sheet of paper. Our Vacation By: Mark Fil L. Tagsip	Directions: Read and check the box if you read the phrases, the sentences and the rhyme correctly. 1. twenty black face masks 2. green grass near the garden 3. Why is the sky blue? 4. I see a brown snail on the plant's leaf. 5. Eat balanced meals every day to keep you strong and healthy.
	Directions: Look at each picture then answer the following questions. 1. Name the picture. Which beginning blend does the word have?	Directions: Name each picture. Supply the missing final blend. Read the blended words you formed	1. Drill Reciting a poem with gestures (A drill on action words) TWO COZY HOMES (adapted) Two cozy homes (put fists on table) Stand upon a hill (lift left hand over right hand) Here lives Jack Here lives Jill	Directions: Name the action in the pictures and write them on a separate sheet of paper.	

			<p>When they had breakfast (extended two fingers, forefingers and middle finger) They go out to play (move forward extending fingers rapidly) They run They jump (lift both left and right arms) And they swing all day (swing arms back and forth) When the sun goes down They go in to stay (bring fingers within fist) Here rests Jack (cover left fist with right palm)</p>	<p>1. </p> <p>2. </p> <p>3. </p>	
<p>C. Presenting Examples</p>	<p>Directions: Read the rhyme. Each line has a word with initial consonant blends like l, r, or s. Identify and write it on your paper. Ready? Do it now! 1. If you're happy and you know it, clap your hands!</p>	<p>Blending is the skill that helps you read simple sight words and words that are not familiar to you. It involves pushing together the sounds of the letters in order to create the whole word. Try to read the word 'sand'. You slowly say the sound of each letter (s-a-n-d) and say the sounds quickly together to read the word 'sand'. This word has two consonants at the end (-nd). When the word 'sand' is pronounced, you can clearly hear the sounds of both of these letters, making it a consonant blend.</p>	<p>Let us read the selection about basketball. Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more</p>	<p>Ask: What time do you go to school? What do you do, so you won't be late? Directions: Read the story "fast forward" and answer the questions that follow on a separate sheet of paper. Direction: Answer the following questions. 1. What is the text about? 2. Why is Slick late for school? 3. What are the things that Slick has to do as a result of not listening to his father? 4. Are you like Slick? Why? Why not?</p>	

<p>D. Discussing New Concepts and predicting new skills Q1</p>	<p>You have just read words with beginning consonant blends in a rhyme. Blended letters of two are said together to produce sound. You don't separate these letters when you divide words into syllables. Let's read them: /l/ Blend, /r/ blend, /s/ blend</p>	<p>Activity A Directions: Read and identify the final consonant blend in each of the following words. Write 1, 2, or 3, inside the star.</p>	<p>What sports is talked about in the selection? How is it played? How many players are there in a team? What are the duties of a coach? What does a player do?</p>	<p>A. Read the following sentences taken from the story, "Fast Forward." 1. He played with his friends in the yard. 2. They talked until dinner time. 3. He cleaned the clock which chimed ten times. 4. He worked fast on his homework. 5. Slick walked fast forward to school.</p>	
<p>E. Discussing New Concepts and Predicting New Skills Q2/Guided Practice</p>	<p>What's More Activity A Directions: Read each set of sentences. Identify the sentence that has a word or words with initial consonant blend. Write the letter of your answer on your paper. 1. a. Vina looks smart in her dress. b. Vina is attending a party.</p>	<p>Directions: Read the words inside the . Then check (✓) the word with final consonant blend. Choose one word to complete the sentence.</p>		<ul style="list-style-type: none"> • What do the underlined words tell? • What part of speech are these underlined words? • When do you think these actions happen? 	
<p>F. Developing Mastery (Leads to Formative Assessment)</p>	<p>Activity B Directions: Read each sentence. Identify the words with initial blends and write them in the boxes below. Do this on your paper.</p>	<p>Activity 3 Directions: Act out what you see in each picture. Spell each action word and read. Use an action word in each sentence below.</p>		<p>A. In a separate sheet of paper, write the correct past tense of the verb inside the parenthesis to complete the sentence. 1. My mother (cook) dinner for us yesterday. 2. He (smile) at me an hour ago. B. Give the past tense of the verb as shown in the picture. Using past tense of the verb, make a sentence based on the picture.</p>	
<p>G. Finding practical</p>	<p>Activity C Directions: Read the poem and identify the words with initial consonant blends. Write</p>	<p>Directions: Read the questions carefully and answer them. 1. Which set of words has beginning consonant blends? a.</p>	<p>Choose and encircle the correct form of the verb in the parentheses.</p>	<p>Write five sentences about what you did last week. Observe the correct tense of the verb. Write</p>	

<p>application of concepts and skills in daily living application</p>	<p>them on your paper. This is Me! Jena Mae B. Gayta</p>	<p>ask, melt, told b. frog, snake, spider</p>	<p>1.Kathy’s father (work, works) in a bakery. 2.Every Saturday, Father (let, lets) Kathy choose from the different baking products. 3.This time, Katie (choose, chooses) a muffin. 4.Aldo and Kevin, Katie’s brothers, (enjoy, enjoys) eating <i>ensaymada</i> and brownies every afternoon. 5.Mang Anong, the janitor, (start, starts) working early in the library every morning.</p>	<p>your answer on a separate sheet of paper.</p>	
<p>H. Making generalization and Abstraction about the lesson</p>	<p>What I Have Learned Directions: Read and answer the following questions carefully. 1. Which is a set of words with initial consonant blends?</p>	<p>Directions: Write the missing final consonant blends, then read the blended word you formed. Use the word to complete the sentence.</p>	<p>What is verbs?</p>	<p>1. What is a verb? 2. When do you use the past tense of the verb? 3. How do you form the past tense of regular verbs</p>	
<p>I. Evaluating Learning</p>	<p>What I Have Learned Directions: Read and answer the following questions carefully. 1. Which is a set of words with initial consonant blends?</p>	<p>Directions: Search for words with final consonant blends. Write the 5 blended words on the shape. Then fill in the blank with the correct word with consonant blend to complete each sentence. 1. My mother _____ to Mati last week. 2. I study so that I will have high score in the _____ .</p>	<p>Choose the correct form of the verb inside the parentheses. Write your answer on your paper. 1.I (carry, carries) my books in a knapsack. 2.Mr. De Leon (wish, wishes) to speak to you. 3.The nurse (treat, treats) our injuries very gently. 4.They (answer, answers) their test carefully. 5. Fr. Peter (celebrate, celebrates) mass at 6:00 every morning.</p>	<p>Last week, Lolo Tasyo invited Ana to visit his farm. Can you tell what Ana did on the farm based on the pictures? Write your sentences on a separate sheet of paper. Remember to use the past tense of the verb.</p>	

J. Additional activities for application or remediation	Direction: Read the story below. Uptown and Downtown School Kids What initial consonant blended words are used in the story? List only 5 words	Directions: Read each sentence. Copy the word or words with final consonant blend in each sentence. 1. In the land of our grandpa, there are fresh fruits and vegetables.	Write a 4-to 5-sentence paragraph that tells how your family members help each other at home every day. Remember to use the correct form of the verb.	Ask a member of your family with this question. What did you do last summer vacation? Write a paragraph based on their answers on a separate sheet of paper. Remember to use past tense of the verb.	
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?					
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?				

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