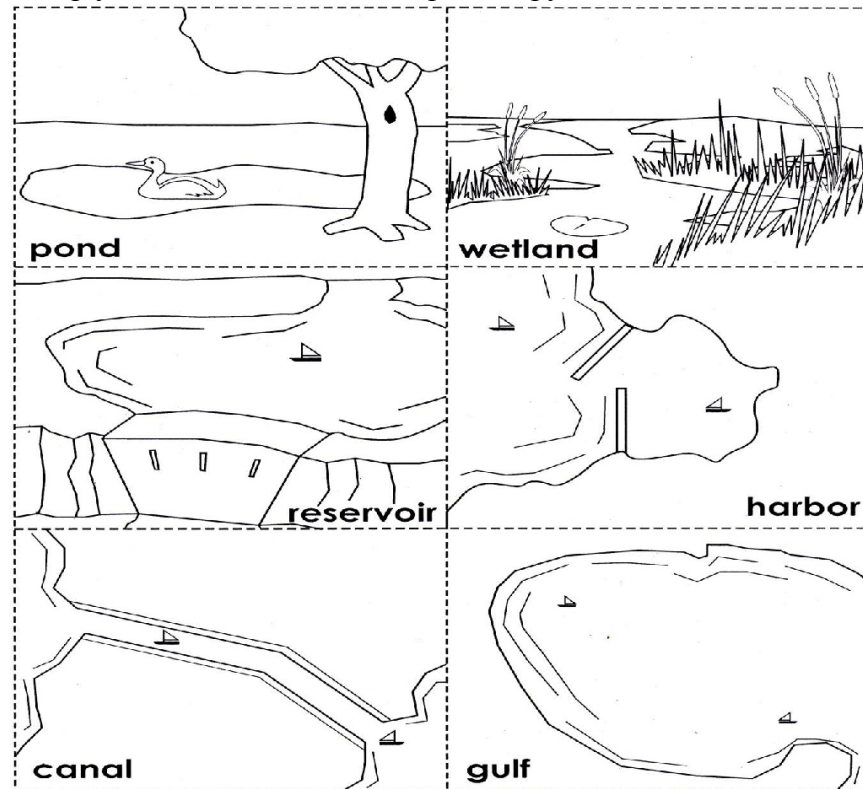


 DAILY LESSON PLAN	School	Guadalupe Elementary School	Grade Level	3	ANNOTATIONS
	Teacher	ARIAN P. DE GUZMAN <i>Teacher I</i>	Section Time	Grapes	
	Teaching Date	January 24, 2109			
	CHECKED BY	CHERRY ANN M. PACULDAS <i>Teacher-in-Charge</i>	Quarter	4th QUARTER	
I. OBJECTIVES					
A. Content Standards		The learners demonstrate understanding of people, animals, plants, lakes, rivers, streams, hills, mountains, and other landforms, and their importance			
B. Performance Standards		The learners should be able to express their concerns about their surroundings through teacher-guided and self –directed activities			
C. Learning Competencies / Objectives Write the LC code for each		The learners should be able to: 1. describe the things found in the surroundings S3ES-IVa-b-1			
		At the end of each lesson, the pupils should be able to: 1. describe the bodies of water; and 2. infer that plants and animals are present around and in the bodies of water.			
II. CONTENT		Bodies of Water in the Community			

III. LEARNING RESOURCES		
A. Reference		
1. Teacher's Guide pages	175-177	
2. Learner's Material pages	154-156	
3. Textbook pages		
4. Additional Materials from Learning Resource (LR) portal		
B. Other Learning Resources	photocopy of two bodies of water crayon or water color, clear tape, cardboard , pair of scissors pictures of different bodies of water; pencil	Objective 9
IV. PROCEDURES		
A. Reviewing previous lesson or presenting the new lesson	Review on the topic on Araling Panlipunan regarding water forms. Game: Find your partner.. Each pupil will pick one picture from the box and at the signal of the teacher; they will find the one who is holding the same picture of water forms as they have. Then they will go in front and tell what body of water they are holding. The first pair who found their partner is the winner and will put one star on the star meter.	KRA 1 Objective 1 Objective 7
B. Establishing a purpose for the lesson	Ask the pupils these questions: 1. Have you gone swimming with their parents, brothers and sisters. Where was the place? Did you enjoy swimming? 2. Have you traveled by boat with their parents, brothers and sisters. Where was the place? Did you enjoy the travel? 3. Where do you get the water you use for drinking, for taking a bath, and for washing your clothes? 4. Are there different kinds of bodies of water? Name some of them.	Objective 3 Objective 5

C. Presenting examples/instances of the new lesson

Group Work:
Group yourselves into 3. Have a photocopy of the bodies of water.



Objective 4

2. Using crayons or water color, color the illustrations and cut the paper following the broken lines.
3. Tape each cut out bodies of water onto a sheet of poster board using only a small piece of clear tape along the top of each card (so the card flips upwards).
4. Reporting of group output.

D.Discussing new concepts and practicing new skills #1	Ask: Are there any bodies of water from your poster boards that you can also see in our community? Do you use these bodies of water in other way? Describe its uses. Do you need bodies of water in our community? Do the plants need it? The animals?	Objective 3
E.Discussing new concepts and practicing new skills #2	Here are some of the bodies of water that we can found in our community: <u>Lake</u>- localized in a basin, that is surrounded by land apart from river, stream, or other form of moving water that serves to feed or drain the lake Example: Kayangan Lake <u>Pond</u>- is a small lake, most often in a natural depression. <u>River</u>- usually freshwater, flowing towards an ocean, a lake, or sea, or another river. Example: Pasig River <u>Hot spring</u>- produced by the emergence of geothermally heated ground water from the Earth's crust, <u>Sea</u>- a large body of saline water that is connected to an ocean or may be a large saline lake that lacks a natural outlet. Example: Camotes Sea, a small sea between the eastern Visayas and the Central Visayas. It is bordered by the Islands of Leyte to the north and east, Bohol to the south and Cebu to the West. <u>Stream</u>- a body of water with a current, confined within a bed and stream banks. It moves to a lower level in a channel on land. Example: Tandawan Stream in Davao	Objective 2
F.Developing mastery Leads to Formative Assessment 3)	Station Activity: Each group will go to their designated stations, where there pictures of different bodies of water, plants and animals. Station 1: Bodies of water Station 2: Plants Station 3: Animals	Objective 4 Objective 6

	Each group will get one set of picture in each station and at the signal of the teacher, they will go to the next station and get another set of picture, and do the same to the next station. They will complete their illustration of the body of water. Each group will choose their representative to answer the following questions: Identify the body of water. What is the importance of the bodies of water? Rubrics in assessing the group activity:	Objective 10																
	<table><tr><td>Indicators</td><td>5</td><td>3</td><td>1</td></tr><tr><td>Accuracy</td><td>Group has completed the illustration correctly.</td><td>Group does not put the correct plants and animals living in water.</td><td>Group does not finish the activity.</td></tr><tr><td>Reporting</td><td>The reporter identified the body of water and correctly and its importance.</td><td>The reporter identified the body of water only.</td><td>The group does not report.</td></tr><tr><td>Group Work</td><td>All members of the group actively cooperate with their group mates.</td><td>One of the group mates does not cooperate.</td><td>There is no cooperation in the group.</td></tr></table>		Indicators	5	3	1	Accuracy	Group has completed the illustration correctly.	Group does not put the correct plants and animals living in water.	Group does not finish the activity.	Reporting	The reporter identified the body of water and correctly and its importance.	The reporter identified the body of water only.	The group does not report.	Group Work	All members of the group actively cooperate with their group mates.	One of the group mates does not cooperate.	There is no cooperation in the group.
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Group Work	All members of the group actively cooperate with their group mates.	One of the group mates does not cooperate.	There is no cooperation in the group.															
Pupils will assess their work and put star on their Group Star Meter.																		

G.Finding practical applications of concepts and skills in daily living (Application/Valuing)	What is the term that we learned in our poem in English, which means that our water forms are not clean anymore? Do fishes live in polluted water?  How do we take care of our bodies of water? If you are going to swim, what body of water will you go to?	
H.Making generalizations and abstractions about the lesson	What are the different bodies of water? Give one example and describe it. Write it on your sticky notes and post it in our learning wall.	
I.Evaluating learning	Match Column A with Column B. Write the letter of the correct answer on the blank. A B ____ 1. localized in a basin, that is surrounded by land apart from a river, stream, or other form of moving water that serves to feed or drain the lake ____ 2. a body of water with a current, confined within a bed and stream banks. It moves to a lower level in a channel on land. ____ 3. a large body of saline water that is connected to an ocean or may be a large saline lake that lacks a natural outlet.  ____ 4.	Objective 10

	 ____ 5.	
J.Additional activities	Draw a landform found in your place. Write a three sentence description of the landform.	
V.REMARKS		
VI.REFLECTION		
A. No. of learner who earned 80%	_____ of Learners who earned 80% above	
B. No. of learner who scored below 80% (needs remediation)	_____ of Learners who require additional activities for remediation	
C. Did the remedial lessons work?	_____ Yes _____ No _____ of Learners who caught up the lesson	
No. of learners who have caught up with the lesson		
D. No of learner who continue to require remediation	_____ of Learners who continue to require remediation	
E. Which of my teaching strategies work well? Why?	Group Activity, the pupils were able to cooperate actively with their group mates and did their tasks correctly.	

F. What difficulties did I encounter which my principal /supervisor can help me solve?	Classroom Management	
G. What innovation or localized materials did I use/discover which I wish to share w/other teacher?	Star Meter, Learning wall	

Prepared by:

ARIAN P. DE GUZMAN



COT-RPMS

TEACHER I-III

RATING SHEET

OBSERVER: _____ DATE: _____

TEACHER OBSERVED: _____

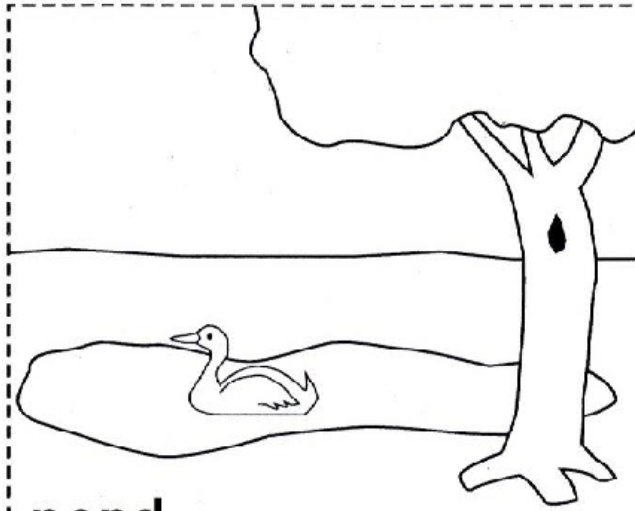
SUBJECT & GRADE LEVEL TAUGHT: _____

OBSERVATION: 1 ☐ 2 ☐ 3 ☐ 4 ☐

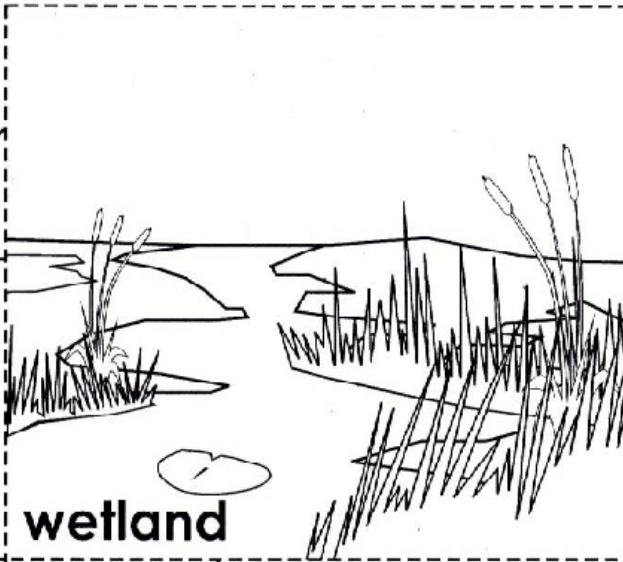
DIRECTIONS FOR THE OBSERVER:

1. Rate each item on the checklist according to how well the teacher performed during the classroom observation. Mark the appropriate column with a (✓) mark.
2. Each indicator is assessed on an individual basis, regardless of its relationship to other indicators.
3. Attach your Observation Notes Form to the completed rating sheet.

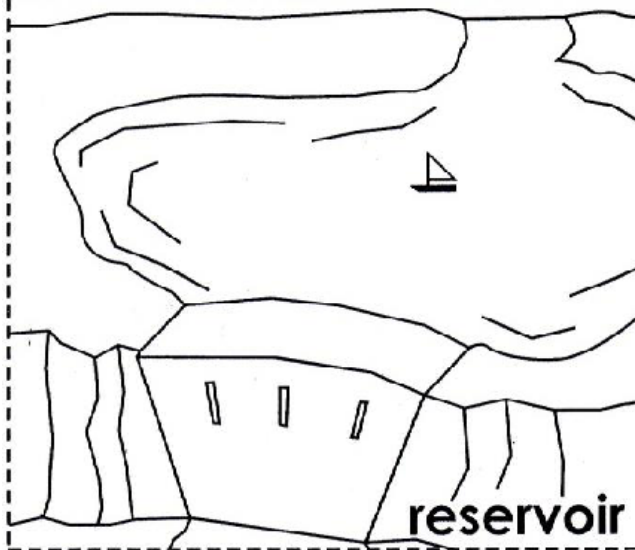
THE TEACHER:	3	4	5	6	7	NO
1. Applies knowledge of content within and across curriculum teaching areas						
2. Uses a range of teaching strategies that enhance learner achievement in literacy and numeracy skills						
3. Applies a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills						
4. Manages classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments						
5. Manages learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments						
6. Uses differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences						
7. Plans, manages and implements developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts						



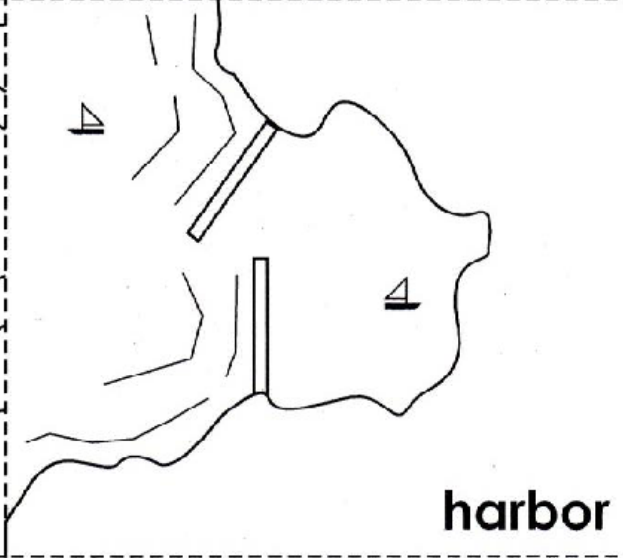
pond



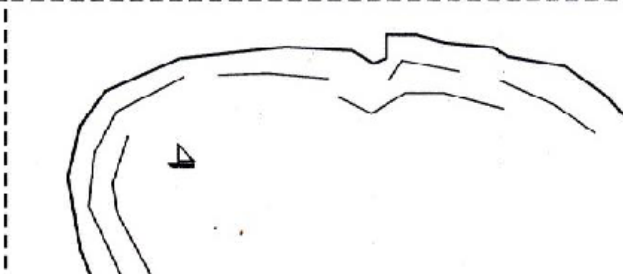
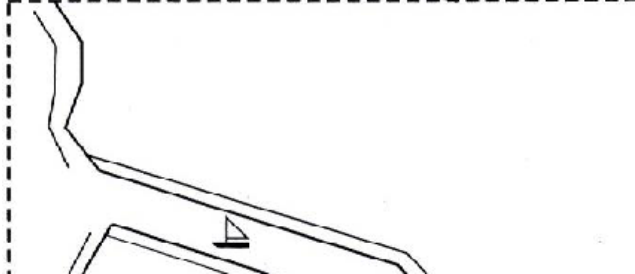
wetland



reservoir



harbor





COT-RPMS

TEACHER I-III

INTER-OBSERVER AGREEMENT FORM

OBSERVER 1: _____ NAME OF THE TEACHER OBSERVED: _____

OBSERVER 2: _____

OBSERVER 3: _____ SUBJECT & GRADE LEVEL TAUGHT: _____

DATE: _____

OBSERVATION: 1 ☐ 2 ☐ 3 ☐ 4 ☐

DIRECTIONS FOR THE OBSERVER:

1. Indicate your individual rating for each indicator.
2. Discuss within the group your reason(s) for such rating. In case of different ratings, the observers must resolve the differences and come up with an agreed rating. *The final rating is not an average; it is a final rating based on reasoned and consensual judgment.*
3. Attach all Individual Rating Sheets to this Inter-Observer Agreement Form.

THE TEACHER:	Observer 1	Observer 2	Observer 3	AGREED RATING
1. Applies knowledge of content within and across curriculum teaching areas				
2. Uses a range of teaching strategies that enhance learner achievement in literacy and numeracy skills				
3. Applies a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills				
4. Manages classroom structure to engage learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments				
5. Manages learner behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments				
6. Uses differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences				
7. Plans, manages and implements developmentally sequenced teaching and learning processes to meet curriculum requirements and varied teaching contexts				

