Grade 3 Term 2 Week 8 LESSON PLAN	
Name of Lesson	Building Blocks and Pathfinders: Understanding Word Roots and Procedural Steps
Learning Area/s	English
Des	Teaching Hub

Signed by Teacher/s	
Designed for which Grad	3

eLevelandSection	
No.ofSessions	Session1 Session2 Session3 Session4 Session5
Refere	• Dep Ed English 3 Lea

nces (books, websites, toolkits, etc.)	rner's Material, Quarter 2, Week 8. • MATAG Curriculum Guide for English Grade 3. • Flashcards for roots and suffixes (e.g., -ing,

	-ed, -er, -est). • Chart: 'Common Discourse Markers for Time Order'. • Sample procedural texts (recipes, DIY instructions).

Declaration of AI use Cite how AI was used in the form u	Artificial Intelligence (AI) tools were used to assist in the preparation of this lesson plan, particularly in generating ideas, improving clarity of instructions, and organizing learning activities aligned with the MELCs. All AI-assisted outputs were carefully reviewed, validated, and contextualized by the teacher to ensure accuracy, appropriateness, and

lationofthelessonplan.SeeDO3,2026AnnexA.	alignment with DepEd standards.
Intenti	Meaningful learning experiences are anchored in how we frame them.

ons.	Start by deciding what you want learners to master by the end of the lesson - keep it clear and simple. Remember: Understanding your learners' evolving context and designing around it help ensure that your lessons connect with and are relevant to them.
LearningCom	Identify roots of high-frequency nouns, verbs, and adjectives; Identify discourse markers for time order and

competency: Write the competency/ies from the curriculum	procedural text types.

hatwearetargeting,andthecontentorperformancestandar

LearningObjective	dsapplicabletothesession.
Identifytheerrorotwor	
Identifytheerrootwor	
Recognizedisscourse	
Identifythecharact	
Applyknowledgeofro	

s: Write the smallest knowledge, skills, or tasks from the co
dsofhigh-frequencynounsandverbsinsent
dsofhigh-frequencyadjectivesbystrippi
markersfortimeorder(First, Next, Then, F
eristicsofproceduraltexttypesusingtim
otwordsanddiscoursemarkerstosequencea

mpetencythatthelearnerswillworkonandbeabletoshowbyt

ences.

ngsuffixes.

inally)insimplesentences.

eordermarkers.

ndexplainasimpleprocedure.

heendofthesessions.					
LearnerContext: Write your	Grade 3 learners are developing foundational literacy skills in English. They are beginning to understand how words are formed and how instructions are organized to complete tasks. They benefit from visual aids and kinesthetic				

observations of your learners, and how they have been performing	activities that connect language to everyday routines.

ingorrespondingtolearningexperiencesrecently.Includ

estrengths, interests, and possible barriers to learning.

Learning Experience.	A learning experience is like a thoughtfully designed journey. Each activity and interaction builds towards meaningful understanding and growth. Identify activities and interactions to help learners gain knowledge, skills, or understanding in a purposeful way.

Pre-Less	Prepare f	Prepare a	Print out	Sources	Ensure le

on: Describehowyouwillhelpthelearnersgetreadyforthe
lashcardsofhigh-frequencywordswithcom
giant'RootWordTree'posterforthecla ssr
asetof'TimeOrder'signpostst(Firstt,Next
imple'HowtoWashYourHands'posterforpro
arnershavetheir'EnglishAdventure'note

lesson.

monsuffixes(e.g.,singer,jumping,happi

oomwall.

,Then,Finally).

ceduraltextanalysis.

booksandpencilsready.

Flow: Describe the activities that you can imple	est).	**Review (5 minutes):** • Start the class	**Review (5 minutes):** • Recall yesterday	**Review (5 minutes):** • Quick review o	**Review (5 minutes):** • Show the 'Time	**Review (5 minutes):** • Review: Roots

mentionlormoresessionstomeetthelearningobjectives.Ap

sbydisplayingbasicactionwordslike'eat

day'srootwordsfornounsandverbs.•Quick

frootwords.•Ask:'IfIamthetallest,what

OrderSignpostsfromyesterday.•Ask:'Wh

(Nouns,Verbs,Adjectives)andMarkers(Fi

plytheLearningDesignPrinciples...

', 'run', and 'walk'. • Asklearnerstogivee

check: 'Whatisthe rootoftheword RUNNER?'

isthe rootwordofmydescription?' (Tall).

ichwordalwayscomesatthe end?' (Finally

rst, Next, Then, Finally). • Quickquiz: 'Wh

	xamplesofwhatthheydidthismorning.• [LIT
	(Run). **Motivation/Engagement(5minutes**
	Motivation/Engagement(5minutes): • Pl
	). **Motivation/Engagement(5minutes):**
	attextty peusesthesemarkers?' (Procedur

	ERACY INTEGRATION: Oral Language] Encoura	): • Show picture of a 'Small' ball, a 'Small	ay 'Sequence Mix-up'. • Say: 'I went to sleep	• Show a 'LEGO' instruction manual or a simpl	al). **Motivation/Engagement (5 minutes):**

	gefullsentencerresponseslikeedto	ler'ball,andthe'Smallest'ball.•Ask:'W	.Ibrushedmyteeth.Iatedinner.'Ask:'Ist	erecipe.•Ask:'WhathappensifwedoStep5b	•'TheConfusedChef'story.•Tellastoryo

	school. ' **Motivation/Engagement (5minut**	hatisthe onewordthatdescribesallthreeb	hisistherightorder?' • Introducethenee dfo	eforeStep1?' • Discussthe importanceoffo	fachefwhoforgothismarkersandthecakeca

	es): • Play the 'WordStripper' game. • Show all? '(Small). **Lesson Presentation (5 mi**
	r 'ordering words'. **Lesson Presentation (**
	llowing instructions. **Lesson Presentati**
	me out flat. • Ask: 'How can we help him fix his

	the word 'PLAYING' and ask, 'If I take away the	**nutes):** • Explain that adjectives (descri	**5 minutes):** • Introduce 'Discourse Marker	**on (5 minutes):** • Define 'Procedural Text	recipe?' **Lesson Presentation (5 minutes**

	e-ING, what is left? ' • Briefly explain that	bing words) also have roots. • When comparing	s' for time order. • Explain these are 'Signa	'. • Explain it is a type of writing that tells	): • Today we will combine everything: usin

	the part left over is called the 'root word'	ething s, we add -ER or -EST, but the base word	l Word s' that tell us what happened first, se	us' How to' do some thing using steps and time	groot words correctly and using discourse m

	ecause it's the base of the word's meaning.	stay's the same. **Discussion/Explicit Teac**	cond, or last. **Discussion/Explicit Teach**	markers. **Discussion/Explicit Teaching:**	arkers to write our own simple procedure.

	Lesson Presentation (5 minutes): • Define	**hing: IDO-Teacher Modeling (7 minutes):**	**ing: IDO-Teacher Modeling (7 minutes):** • T	**IDO-Teacher Modeling (7 minutes):** • Teach	**Discussion/Explicit Teaching: IDO-Teach**

	around the most basic form of a word with
	• **TeacherModeling:** Look at the word 'HAPPIE
	eacherModeling: Present the words: FIRST,
	erModeling: Read a short text titled 'How to
	erModeling (7 minutes): • **TeacherModelin**

	houtanyprefixesorsuffixes.•Introducet	R'.•Thinkingoutloud:'Isee-IERatthheend	NEXT,THEN,FINALLY.•Explainneach:'First	PlantaSeed'.•Pointoutthetitle(theGoal	**g:**'HowtoSharpenaPencil'.•Goal:Tohavea

	helesson'sgoal:Becoming'WordDetective	.Usually,thatcomesfroma'y'.IfItakeawa	'startsthelist.'Finally'endsit.'Next'	),thelistofmaterials(theNeeds),andthe	sharppencil.•Step1:First,getyourblunt

	s' to find roots and 'Path finders' to find th	y the ending, I get HAPPY. Happy is the root add	and 'Then' are for the middle steps. • [NUMER	steps (the Procedure). • High light the disc	pencil (Root: blunt). • Step 2: Next, put it i

	eorderofsteps. **Discussion/Explicit Tea**	jective.'• Show 'FASTEST'. Remove 'EST'. R	ACYINTEGRATION: Ordinal Numbers] Link' Fi	oursemarkersusedinthesteps.• [LITERACY	nthesharpener(Root: sharpen).• Step 3: Fi

ching: IDO-TeacherModeling (7minutes):

otoist' FAST'. • Explain that the root word test' to '1st' and 'Finally' to the last number

rst' to '1st' and 'Finally' to the last number

INTEGRATION: Reading Comprehension] Identi

nally, turn the pencil until it is sharp est (

	• **TeacherModeling:** Write 'TEACHER' on the b	lls us the main quality. **Discussion/Explici**	rin as sequence. **Discussion/Explicit Teac**	tify the main goal of the text. **Discussion/**	Root: sharp). • Explain how I chose the mark e

oard.

- Explain: 'The word teacher comes from

citTeaching: WEDO-Guided Practice (7 minu

hing: WEDO-Guided Practice (7 minutes):

Explicit Teaching: WEDO-Guided Practice (

rsandcheckedtherootwords.

Discussion/

	someonewhoteaches.IfIremovethe-ER,If
	tes): •Displaywords:'bright test','cold
	•Activity:'OurMorningRoutine'. •Provid
	7minutes): •Displaya'HowtoMakeaPaperP
	ExplicitTeaching:WEDO-GuidedPractice(

	index root: TEACH. This is a verb. '• **Common**	er', 'smart est', 'lazier'. • Ask: 'What ist	e4 jumbled sentences: 'Go to school', 'Wake	lane' text with miss ing mark ers. • To get her	**7 min ute s):** • Cre ate a group pro ced ure for'

	ErrorAlert: Pointoutthatinwordslike'Ap	herootofbrightest?'(Bright).•[LITERAC	up',' Eatbreakfast','Getdressed'.•Help	,fillintheblanksusingFirst,Next,Then,	HowtoBorrowaBookfromtheLibrary'.•Brai

	ple', we cannot remove 'le' because 'Ap' is	YINTEGRATION: Spelling] Discusses the spell	the class place the correct marker (First, N	After that, and Finally. • Ask: 'What is the r	nstorm steps and choose markers to get the r.

	not a word. There root must be a word that makes sense.
	ing change when adding -er to 'lazy' (y to i).
	ext, Then, Finally) before each sentence.
	ot word of 'folded'? '(Fold)-[ROOTWORDRE
	• [LITERACY INTEGRATION: Writing] Writeth

ense. • Show 'BOXES'. Remove 'ES'. Theroti

Discussion/Explicit Teaching: YOUDO-In

Discussion/Explicit Teaching: YOUDO-Ind

VIEW]. **Discussion/Explicit Teaching: YO**

estepsontheboardasamodel. **Discussion/**

	s' BOX'. **Discussion/Explicit Teaching: W**	**dependent Practice (6 minutes): • Task: 'A**	**dependent Practice (6 minutes): • Task: 'My**	**UDO-Independent Practice (6 minutes): • T**	**Explicit Teaching: YOUDO-Independent Pra**

EDO-GuidedPractice(7minutes):

• Provid djective Detective'. • Write 5 comparative Favorite Sandwich'. • Learners complete 4s **ask:** 'Procedural Hunt'. • Provide a shortte **ctice(6minutes):** • **Task:** 'Your Turn!' • Le

	ealistofwords:'farmer','jumped','sing	adjectivesontheboard.•Learnersmustwri	entencesusingthedistcoursemarkerstodes	xtabout'HowtoWashaPlate'.•Learnersmus	arnerschooseasimpletask(Washinghands,

	ing', 'brushes'. • Ask the class to shout out	tether to word for each in their notebooks.	cribe making sandwich. • Output: 4 sequenc	tunderline all discourse markers and circl	Tying shoes, or Making a card). • Write 3-4 st	

	the suffix they see first. • Then, ask a volun	**Varied Activity (4 minutes): • Activity**	edsentences. **Varied Activity (4minutes**	ethe rootwords of any verbs found. **Varied A**	epsusing discoursemarkers and identifyin

	teertocomeupandcircletherootword.• [NU	**Title:** DrawingRoots.• **Grouping:** Individu	**):** • **ActivityTitle:** MarkerCharades.• **Gro**	**ctivity1(4minutes):** • **ActivityTitle:** Pr	g2rootwordsusedinthei rtext. **VariedAct**

	MERACYINTEGRATION: Patterns] Asklearner	all. • **Instructions:** Draw the root word 'BIG'	**uping:** Small groups. • **Instructions:** One egr	ocedure Builder. • **Grouping:** Pairs. • **Instr**	**ivity1(4minutes):** • **ActivityTitle:** Root

	stocounthowmanyletterserinthewordtvs.	.Thendraw'BIGGER'.Labelthewordtinbothd	outactsoutastep(e.g.,pouringwater).Th	**uctions:**Givepairscut-outstepsofaproce	WordPeerCheck.•**Grouping:**Pairs.•**Instru**

	the suffix. **Discussion/Explicit Teaching**	rawings. • **Materials:** Paper, crayons. • **Tar**	eaudience must say, 'First, you pour water!	ss (e.g., Making Tea). They must arrange the	**ctions:** Swap procedures. Circle the marker

	g: YOUDO - Independent Practice (6 minutes	**getSkill:** Visualizing word meaning. **Vari**	'using the marker. • **TargetSkill:** Oral fluen	minor der and glue them on top paper. • **Materia**	s in your partner's work and find one root wor

	): **• Task:** 'RootHunt'. • Learnerswillread	**edActivity2(4minutes):** **• ActivityTitle**	ncy. **VariedActivity2(4minutes):** **• Acti**	**ls:** Cut-outs, glue. **• TargetSkill:** Logical	downwritteddown. **• TargetSkill:** Peerevaluat

	five short sentences and identify the root	**: Syllable Snap. • Grouping: Pairs. • Instru**	**vity Title: Signal Word Signposts. • Groupi**	sequencing. **Varied Activity 2 (4 minutes**	ion. **Varied Activity 2 (4 minutes): • Acti**

	ordofthe underlinedwordineach.•Expecte
	ctions:[NUMERACYINTEGRATION:Measureme
	ng: Individual.•**Instructions:**Colorandl
	): •**ActivityTitle:**TheMissingStep.•**Gro**
	vityTitle: Procedure Acting.•**Grouping:**P

	dout put: Alist of 5 rootwordsinthei rnoteb
	nt/Counting] Countthesyllablesinthero o
	abel's signposts' withFirst, Next, Then, Fi
	uping: SmallGroups. • **Instruction s:** Teach
	airs. • **Instruction s:** Onepartnerreadsthe

oks.

VariedActivity1(4minutes):

•Act

tword'Beautiful'(3)visitsroot'Beauty'(

nally.**•Materials:**Pre-drawnsignpostss,m

ereadsaprocedurebutskipsastep.Groups

procedurethheywrotewhiletheotheractsit

	ivityTitle: TheRootWordTree. • **Grouping:**	2). • **TargetSkill:** Phonological awareness	arkers. • **TargetSkill:** Memory and label in	mustidentifywhatismissingandusedisco	outtocheckifitworks. • **TargetSkill:** Kine

Individual. **• Instructions:** Learners are

s. **Varied Activity 3 (3 minutes):** **• Activi**

g. **Varied Activity 3 (3 minutes):** **• Activi**

ursemarkertossayit. **• Target Skill:** Critic

stheticverification. **Varied Activity 3 (**

	iven paper leaves with words like 'helpers'	**tyTitle:** RootMatching. • **Instructions:** Ma	**tyTitle:** SentenceLinker. • **Instructions:**	although king. **VariedActivity3 (3minutes**	**3minutes):** • **ActivityTitle:** MarkerTall

or 'cooked'. They must write the root word on
tch adjective sonthe left with the root wo
Combine two sentences using 'and then' or 'n
): • **ActivityTitle:** WordHunt. • **Instructi**
y. • **Instructions:** [NUMERACY INTEGRATION:

	theleafandstickittothetreetrunkposte	rdsontherightonaworksheet.•**TargetSkill**	ext'.•**TargetSkill:**Sentenceconstructio	**ons:**Find3high-frequencywordsintheproc	Data]Lookatthecl assproceduresonthebloa

	r. • **Materials**: Paper leaves, tape. • **Target**	**l:** Recognition. **Generalization (2minutes):** • Ask: 'Wh	n. **Generalization (2minutes):** • Ask: 'Wh	edural text and write their roots. • **Target S**	rd. Tally how many times 'First' vs 'Finally

	Skill: Vocabulary identification. **Varie**	**s):** • Ask: 'Why is finding the root adjectiv	at down call word slike First, Next, and Fina	**kill:** Vocabulary application. **Generaliz**	'was used. • **Target Skill:** Data collection.

	dActivity2(4minutes): **•Activity Title:**	ehelpful?' •Answer:'Ithelpsusunderstan	lly?' •Answer:'Discoursemarkersfortime	**ation(2minutes):** •Ask:'Whatarethepart	**Generalization(2minutes):** •Ask:'Howd

	Verb/NounSorter. • **Grouping:** Pairs. • **Inst**	dthebasicdescriptionofanobject.' **Asse**	order.' **Assessment(2minutes):** • 5-item	soaprocedural text?' • Answer: 'Title, Ma	orootwordsandmarkershelpuscommunicate

	ructions: Give pairs a set of cards. They mus	**ssment (2 minutes):** • Distribute the 5-ite	MCQ Identifying the correct mark er for as	trials, and Steps with mark ers. **Assessm**	?' • Answer: 'Roots help us understand mean i

tidentifytherootanddecideifthe rootisa
mMCQfocusingonadjectiveroots.
pecificpositioninasequence.
ent(2minutes): • 5-itemMCQonidentifyin
ng;markershelpusfollowworder.' **Assessm**

	noun(thing) orverb(action). • **Materials:**			gprocedurraltextfeaturesandmarkers.	**ent(2minutes):** • Final5-itemMCQcoverin

	Sortingcards. **•TargetSkill:** Partofspec				gbothrootsanddiscoursemarkers.

	hrecognition. **VariedActivity3(3minute**				

	s): • **ActivityTitle:** QuickFireRoots. • **In**				

	structions: Teachersaysacomplexword(e.				

g.,'shouting');learnersclaponceandsay

	Audi therootwordtogether. **• TargetSkill:**				

	t o r y p r o c e s s i n g o f w o r d p a r t s . **G** **e** **n** **e** **r** **a** **l** **i** **z** **a**				

	tion(2minutes): • Ask: 'What is a root word				

?'• Expected answer: 'The base form of a word

without extras.'

Assessment (2 minutes):

	• Administera 5-item MCQ to check identifi				

	c a t i o n o f r o o t s f o r n o u n s a n d v e r b s . R e a d q u e				

LearningResour	DepEdEnglish3L	MATATAGCurricu	Flashcardsforr	Chart:'CommonD	Sampleproceedur	
	stionsaloudforclarity.					

ces: List downthelearningresourcesthatwillhelpyourea
earner'sMaterial,Quarter2,Week8.
lumGuidefor EnglishGrade3.
ootsandsuffixes(e.g.,-ing,-ed,-er,-es
iscourseMarkersforTimeOrder'.
altexts(recipes,DIYinstructions).

chyourobjectives.Ensurethattheyareavailableandinclu			t)..		

sive.
Opportunities for integration: Written
Identify root words in Science and Mat
Use discourse markers during Physica
Practice sequencing during recess (F
Look for root words in the school libra
Create a 'How-to' poster for a class ro

ownanypossibilitiestomeaningfullyanchorlearningarea

hterms(e.g.,'Subtraction'root'Subtrac

lEducation(P.E.)whenexplaininggamerul

irstwelineup,Nextwegototheclassteen).

rybooks.

omchoree.

s, special topic, or technology. Written/A if none.	t', 'Addition' root 'Add').	es.				
Asses	Assessments reveal what learners have gained					

sment.	and what they still need help with. These are helpful in providing you with information to guide your future instruction.
FormativeAssessment: Createa	1. What is the root word of 'HELL 1. What is the root word of 'HAP 1. Which discourse marker usu 1. What is the main goal of a pro 1. Which sentence uses adisco

task, activity, or question to evaluate learning and provi
PERS'?A. HelpB. HelperC. HelpsD. Helping
PIEST'?A. HappyB. HappiC. HappilyD. Happi
allystartsaproceduraltext?A. FinallyB.
cedurraltext?A. Totellastory B. Todescrib
ursemarkercorrectly?A. Finally, Iwokeup

defeedback.(Strictly5MCQsperssession).

2.Whichwordisthewrootof'SITTING'?A.Sitt

nesss2.Ifsomethingis'COLDER',therootad

NextC.FirstD.Then2.Whichwordshowsthev

eplaceC.ToexplainhowtodosomethingD.T

first.B.Firstst,Iputonmyshoes.C.Then,Ia

	sB.SitC.SitterD.Sate3.Identifytheroot	jectiveis:A.ColdB.ColdecC.OldD.Colder	erylaststep?A.FirstB.ThenC.NextD.Fina	oexpressfeelings2.Arecipeisanexampleo	mdoneeverything.D.Next,Istartedfromth

	wordin'BOXES'.A.BoxB.BoxeC.OxD.Boxy4.	3.Identifytherootintheword'SMARTEST'.	lly3.'____,washtheriice.Next,addwater	fwhattextype?A.NarrativeB.Descriptiv	end.2.In'HowtoMakeaSandwich',whichst

	What part of the word 'PLAYED' is the root? A.	A. Smart B. Smart C. Mart D. Test 4. What is the	. 'What is the missing mark er? A. Finally B. F	eC. Procedural D. Persuasive 3. Where do we u	epislikely' Finally'? A. Eat the sandwich B

	EdB.PlayC.LayerD.Ay5.Intheword'SINGER	ootof'BRAVER'?A.BraveB.BravC.RavedD.Br	irstC.ThendD.After4.Thesewordshelpshow	suallyfinddiscoursemarkersinaproceedur	.Getthebreadc.Spreadthebutteredd.Putont

	', what is the root? A. Sin B. Sing C. Singe r D.	avery 5. Which is the root word of 'LUCKY'? A.	: A. Color B. Time Order C. Sized. Names 5. Whi	alt ext? A. In the title B. At the beginning of	hechees e 3. What is the root word of the verb '

	Ger	LuckB.LuckyC.LuckiD.Ly	choftheseisNOTadiscoursemarkerfortime	stepsC.Inthematerialslistd.Onlyatthee	COOKING'?A.CookB.CooC.KingD.Cooks4.Wh

			?A. Then B. Next C. Under D. Finally	nd 4. What is the root word of 'WASHING' in the	at is the root of the adjective 'FASTEST'? A.

				step'Washingthecar'?A.WashB.AshC.WasD	FastB.FastenC.FastedD.Ste5.Proceduralt

				. W a s h y 5 . W h y d o w e f o l l o w s t e p s i n o r d e r ? A . T	e x t s h e l p u s : A . D r a w B . F o l l o w d i r e c t i o n s C .

				obeasterB.Togettherightresult	SleepD.Singsongs
				C.Towas	

						tetimeD. Tolearnnewwords
WaysForward.	Meaningful learning can also happen beyond the classroom - for both the learners and the teacher. Pause and reflect on what happened today.					

Extended learning opportunities: Suggest oth
Write a 5-step procedure for a favorite fami
Circle all the root words in a short story fro
Interview a parent about a recipe and list th
Create a 'Root Word Flower' where each petal r
Draw a comic strip showing the steps of 'How t

erlearningexperiencesoutsidetheclassroom/classhours

lyactivityathome.

manewspaper.

ediscoursemarkerstheyusee.

istherootandpetalsareworddswiththsuffixe

oPlantaFlower'usingFirst,Next,andFina

thatlearnersmaywanttoaccessstoreinforcewhatthey havel				s.	lly.

earned...
Reflections: Think about what you need to c
(To be filled out after the lesson) **Reflec**
(To be filled out after the lesson) **Reflec**
(To be filled out after the lesson) **Reflec**
(To be filled out after the lesson) **Reflec**
(To be filled out after the lesson) **Reflec**

hangefortheneextsessionbasedonwhathappenedtoday.
tionPromopt: Didthelearnerseasilygraspthecoreco
tionPromopt: Didtheguideddpracticeeffectivelytraa
tionPromopt: Whichpartofthecollaborativetaskcha
tionPromopt: Howwelldidtheformativeassessmentre
tionPromopt: Whatpercentageoftheclassreachedpro

	nceptintroducedtoday?	nslateintoindependentsuccess?	llengedthestudentsthemost?	flectthelearningobjectives?	ficiencybytheendoftheweek?
Prepared by: **Teaching Hub** Teacher			**Checked by:** Principal / Head		