






































































Republic of the Philippines  
Department of Education  
Schools Division of Palawan  
Coron Inland District  
*GUADALUPE ELEMENTARY SCHOOL*

|  |  |                             |               |                 |  |
|--|--|-----------------------------|---------------|-----------------|--|
| <br>Grades 1 to 12 Daily<br>Lesson Log | School   | Guadalupe Elementary School | Grade Level   | III             |  |
|  | Teacher  | Arian P. de Guzman          | Learning Area | ENGLISH         |  |
|  | Teaching Dates   | Week 4                      | Quarter       | 3 <sup>rd</sup> |  |
| 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  | Read phrases, sentences, stories, and poems consisting of long /ā/, / ī /, / ō/, and /ū/ words<br>1. identify words with long /ā/, / ī /, /ō/, and /ū/ sounds<br>2. answer questions about the stories and poems correctly |                             |               |                 | Learners will be able to answer the assessment with 80% accuracy |
| II. CONTENT  | Phrases, Sentences, Stories, and Poems with Long /ā/, /ī/, /ō/, and /ū/ Words  |                             |               |                 |  |
| 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 7  | Module 7  | Module 7  | Module 7  | Activity sheets   |  |         |           |         |             |   |   |   |  |             |         |         |             |   |   |   |  |         |          |                |             |   |   |   |  |         |         |           |  |  |  |   |
| IV. PROCEDURES              |   |   |   |   |   |  |         |           |         |             |   |   |   |  |             |         |         |             |   |   |   |  |         |          |                |             |   |   |   |  |         |         |           |  |  |  |   |
| A. Review                   | <p>Choose a picture in each row that has the same long vowel sound shown in the first column. Write the letters of the correct answers on your paper.</p> <table><tr><td>1. long /ā/</td><td></td><td></td><td></td></tr><tr><td></td><td>a. cake</td><td>b. burger</td><td>c. fish</td></tr><tr><td>2. long /ī/</td><td></td><td></td><td></td></tr><tr><td></td><td>a. airplane</td><td>b. boat</td><td>c. bike</td></tr><tr><td>3. long /ō/</td><td></td><td></td><td></td></tr><tr><td></td><td>a. fire</td><td>b. stove</td><td>c. cooking pot</td></tr><tr><td>4. long /ū/</td><td></td><td></td><td></td></tr><tr><td></td><td>a. cube</td><td>b. cone</td><td>c. circle</td></tr></table> | 1. long /ā/   |    |  |  |  | a. cake | b. burger | c. fish | 2. long /ī/ |  |  |  |  | a. airplane | b. boat | c. bike | 3. long /ō/ |  |  |  |  | a. fire | b. stove | c. cooking pot | 4. long /ū/ |  |  |  |  | a. cube | b. cone | c. circle |  |  |  | <p>Read the story carefully and answer the questions that follow. Write the letters of the correct answers.</p> <p><b>SISTERS</b> by Dante C. Sarosad</p> <p>1. Who are the characters in the story?</p> <p>a. Shane and Kate<br/>b. Shane and Kane<br/>c. Shane and Keith<br/>d. Kane and Sheen</p> <p>2. Who are the parents of Shane and Kate?</p> <p>a. Mother Sue and Father John<br/>b. Mother Sue and Father Luke<br/>c. Father Luke and Mother Shiela<br/>d. Father Andrew and Mother Shiena</p> <p>3. How old is Shane?</p> <p>a. ten b. nine c. eight d. seven</p> <p>4. What does Kate usually do?</p> |
| 1. long /ā/                 |    |    |    |   |   |  |         |           |         |             |   |   |   |  |             |         |         |             |   |   |   |  |         |          |                |             |   |   |   |  |         |         |           |  |  |  |   |
|                             | a. cake   | b. burger   | c. fish   |   |   |  |         |           |         |             |   |   |   |  |             |         |         |             |   |   |   |  |         |          |                |             |   |   |   |  |         |         |           |  |  |  |   |
| 2. long /ī/                 |    |    |    |   |   |  |         |           |         |             |   |   |   |  |             |         |         |             |   |   |   |  |         |          |                |             |   |   |   |  |         |         |           |  |  |  |   |
|                             | a. airplane   | b. boat   | c. bike   |   |   |  |         |           |         |             |   |   |   |  |             |         |         |             |   |   |   |  |         |          |                |             |   |   |   |  |         |         |           |  |  |  |   |
| 3. long /ō/                 |    |  |  |   |   |  |         |           |         |             |   |   |   |  |             |         |         |             |   |   |   |  |         |          |                |             |   |   |   |  |         |         |           |  |  |  |   |
|                             | a. fire   | b. stove  | c. cooking pot  |   |   |  |         |           |         |             |   |   |   |  |             |         |         |             |   |   |   |  |         |          |                |             |   |   |   |  |         |         |           |  |  |  |   |
| 4. long /ū/                 |    |  |  |   |   |  |         |           |         |             |   |   |   |  |             |         |         |             |   |   |   |  |         |          |                |             |   |   |   |  |         |         |           |  |  |  |   |
|                             | a. cube   | b. cone   | c. circle   |   |   |  |         |           |         |             |   |   |   |  |             |         |         |             |   |   |   |  |         |          |                |             |   |   |   |  |         |         |           |  |  |  |   |
| B. Establishing Purpose     | Write the name of the picture to complete each phrase.  |   |   |   |   |  |         |           |         |             |   |   |   |  |             |         |         |             |   |   |   |  |         |          |                |             |   |   |   |  |         |         |           |  |  |  |   |

|  |  |  |   |  |  |  |   |  |  |  |   |  |  |
|--|--|--|---|--|--|--|---|--|--|--|---|--|--|
|  | <table><tr><td><br/>1. ____ of Chike</td><td><br/>2. an ____ toy</td></tr><tr><td><br/>3. a new ____</td><td><br/>4. ____ at the park</td></tr><tr><td><br/>5. ____ of Kate</td><td><br/>6. ____ of Rose</td></tr></table> | <br>1. ____ of Chike  | <br>2. an ____ toy                                   | <br>3. a new ____ | <br>4. ____ at the park   | <br>5. ____ of Kate | <br>6. ____ of Rose                              |  |  |  | <p>a. Kate feeds the dog.<br/>b. Kate waters the plants.<br/>c. Kate washes the dishes.<br/>d. Kate helps her mother cooks rice and prepares food.<br/>5. Why do Kate and Shane want to become teachers?<br/>a. They want to have a job.<br/>b. They want to earn more money.<br/>c. They want to help the children to have a bright future.<br/>d. They want to show to other people that they can teach well.</p> |  |  |
| <br>1. ____ of Chike  | <br>2. an ____ toy  |  |   |  |  |  |   |  |  |  |   |  |  |
| <br>3. a new ____   | <br>4. ____ at the park   |  |   |  |  |  |   |  |  |  |   |  |  |
| <br>5. ____ of Kate   | <br>6. ____ of Rose   |  |   |  |  |  |   |  |  |  |   |  |  |
| <b>C. Presenting Examples</b>  | <p>Read the phrases.<br/>1. <u>kite</u> of <u>Chike</u><br/>2. an <u>airplane</u> toy<br/>3. a new <u>flute</u><br/>4. <u>slide</u> at the park<br/>5. <u>robe</u> of <u>Kate</u><br/>6. <u>rake</u> of <u>Rose</u><br/>What are the underlined words?<br/>Are your answers the same as these: kite, Chike, airplane, flute, slide, robe, Kate, rake, and Rose? If you got all the correct answers, good job! What have you observed with the underlined words?</p>  | <p>Now, read the following sentences below.</p> <table><tr><td><br/>long /ā/<br/><u>Jane</u> cleans the <u>vase</u>.</td><td></td></tr><tr><td><br/>long /ī/<br/><u>Mike</u> <u>likes</u> to <u>ride</u> a <u>bike</u>.</td><td></td></tr><tr><td><br/>long /ō/<br/><u>Hope</u> studies her lessons.</td><td></td></tr><tr><td><br/>long /ū/<br/><u>Luke</u> enjoys the music of his <u>flute</u>.</td><td></td></tr></table> | <br>long /ā/<br><u>Jane</u> cleans the <u>vase</u> . |  | <br>long /ī/<br><u>Mike</u> <u>likes</u> to <u>ride</u> a <u>bike</u> . |  | <br>long /ō/<br><u>Hope</u> studies her lessons. |  | <br>long /ū/<br><u>Luke</u> enjoys the music of his <u>flute</u> . |  |   |  |  |
| <br>long /ā/<br><u>Jane</u> cleans the <u>vase</u> .                    |  |  |   |  |  |  |   |  |  |  |   |  |  |
| <br>long /ī/<br><u>Mike</u> <u>likes</u> to <u>ride</u> a <u>bike</u> . |  |  |   |  |  |  |   |  |  |  |   |  |  |
| <br>long /ō/<br><u>Hope</u> studies her lessons.                        |  |  |   |  |  |  |   |  |  |  |   |  |  |
| <br>long /ū/<br><u>Luke</u> enjoys the music of his <u>flute</u> .     |  |  |   |  |  |  |   |  |  |  |   |  |  |
| <b>D. Discussing New Concepts and predicting new skills Q1</b>   | <p>Read the sentences.<br/>1. Uncle Joe gives Chike a kite.<br/>2. Luke has an airplane toy.<br/>3. June enjoys playing his flute.<br/>4. There is a slide at the park.<br/>5. Kate buys a robe.<br/>6. Rose has a new rake.</p>   | <p>The words Jane and vase are spelled with a in the middle and end with e. They are pronounced with a long /ā/ sound as in rake, pale, and same. The words Mike, like, ride, and bike are spelled with i in the middle and end with e. They are pronounced with a long /ī/ sound as in ice, time, and</p>   |   |  |  |  |   |  |  |  |   |  |  |



|  |  |  |   |          |          |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|--|--|--|---|----------|----------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
|  |  | <p>kite. The word Hope is spelled with letter o in the middle and ends with letter e. It is pronounced with a long /ō/ sound as in bone, rope, and cone. The words Luke and flute are words with letter u in the middle and end with letter e. They are pronounced with a long /ū/ sound as in blue, glue, and clue. However, long /ū/ can be also sounded as in cute, mute, cube, and tune. Remember, 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.</p> |   |          |          |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>E. Discussing New Concepts and Predicting New Skills Q2/Guided Practice</b> | <p>Read the words inside the Word Bank. Then, put them in the correct column where they belong.</p> <div><div>WORD BANK</div><div><div>airplane</div><div>slide</div><div>June</div><div>robe</div><div>Luke</div><div>kite</div><div>Rose</div><div>Joe</div><div>Chike</div><div>rake</div><div>Kate</div><div>flute</div></div></div> <table><tr><td>long /ō/</td><td>long /ī/</td><td>long /ō/</td><td>long /ū/</td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table> | long /ō/   | long /ī/  | long /ō/ | long /ū/ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| long /ō/   | long /ī/   | long /ō/   | long /ū/  |          |          |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |   |          |          |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |   |          |          |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |   |          |          |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>F. Developing Mastery (Leads to Formative</b>                               |  | <p>Complete the poem with the words that fit the name of the</p>   | <p>Match the pictures in Column A with the correct phrases in Column B.</p> |          |          |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |



| Assessment)  |                          | <p>pictures. Write your answers on your paper.</p> <p><b>Long Vowel Sounds</b> by Dante C. Sarosad</p> <p>1. Long /ā/, long /ā/, long /ā/!<br/>That is sounded as in late, take, sale, made, bake, and _____.</p> <p>2. Long / ī /, long / ī /, long / ī /!<br/>That is sounded as in fire, Mike, kite, tire, Chike, and _____.</p> <p>3. Long /ō/, long /ō/, long /ō/!<br/>That is sounded as in home, pole, stove, rope, mole, and _____.</p> <p>4. Long /ū/, long /ū/, long /ū/!<br/>That is sounded as in cube, mute, and tube or June, tune, blue and _____.</p> | <table><thead><tr><th>Column A</th><th>Column B</th></tr></thead><tbody><tr><td>1. </td><td>a. a deep hole</td></tr><tr><td>2. </td><td>b. slide at the park</td></tr><tr><td>3. </td><td>c. a new flute</td></tr><tr><td>4. </td><td>d. bike of Mike</td></tr><tr><td>5. </td><td>e. an airplane toy</td></tr><tr><td>6. </td><td>f. a kite from father</td></tr><tr><td></td><td>g. car of Nico</td></tr></tbody></table> | Column A  | Column B            | 1.    | a. a deep hole     | 2.    | b. slide at the park     | 3.    | c. a new flute        | 4.  | d. bike of Mike | 5.  | e. an airplane toy | 6.  | f. a kite from father |  | g. car of Nico |  |
|--|--------------------------|---|---|---|---------------------|--|--------------------|--|--------------------------|--|-----------------------|--|-----------------|--|--------------------|--|-----------------------|--|----------------|--|
| Column A   | Column B                 |   |   |   |                     |  |                    |  |                          |  |                       |  |                 |  |                    |  |                       |  |                |  |
| 1.    | a. a deep hole           |   |   |   |                     |  |                    |  |                          |  |                       |  |                 |  |                    |  |                       |  |                |  |
| 2.    | b. slide at the park     |   |   |   |                     |  |                    |  |                          |  |                       |  |                 |  |                    |  |                       |  |                |  |
| 3.    | c. a new flute           |   |   |   |                     |  |                    |  |                          |  |                       |  |                 |  |                    |  |                       |  |                |  |
| 4.    | d. bike of Mike          |   |   |   |                     |  |                    |  |                          |  |                       |  |                 |  |                    |  |                       |  |                |  |
| 5.    | e. an airplane toy       |   |   |   |                     |  |                    |  |                          |  |                       |  |                 |  |                    |  |                       |  |                |  |
| 6.    | f. a kite from father    |   |   |   |                     |  |                    |  |                          |  |                       |  |                 |  |                    |  |                       |  |                |  |
|  | g. car of Nico           |   |   |   |                     |  |                    |  |                          |  |                       |  |                 |  |                    |  |                       |  |                |  |
| G. Finding practical application of concepts and skills in daily living application      |                          |   | <p>Write sentences about the pictures. Use the given sets of jumbled words.</p> <table><tbody><tr><td>1. </td><td>flower a Joe draws.</td></tr><tr><td>2. </td><td>Kate a cake bakes.</td></tr><tr><td>3. </td><td>eats an ice cream Chike.</td></tr><tr><td>4. </td><td>Sue the music enjoys.</td></tr></tbody></table>   | 1.  | flower a Joe draws. | 2.  | Kate a cake bakes. | 3.  | eats an ice cream Chike. | 4.  | Sue the music enjoys. |  |                 |  |                    |  |                       |  |                |  |
| 1.   | flower a Joe draws.      |   |   |   |                     |  |                    |  |                          |  |                       |  |                 |  |                    |  |                       |  |                |  |
| 2.  | Kate a cake bakes.       |   |   |   |                     |  |                    |  |                          |  |                       |  |                 |  |                    |  |                       |  |                |  |
| 3.  | eats an ice cream Chike. |   |   |   |                     |  |                    |  |                          |  |                       |  |                 |  |                    |  |                       |  |                |  |
| 4.  | Sue the music enjoys.    |   |   |   |                     |  |                    |  |                          |  |                       |  |                 |  |                    |  |                       |  |                |  |
| H. Making generalization and   |                          |   | <p>Can you put together all the things that you have learned today? Fill in</p>   | <p>1. Long /ā/ is pronounced as in make, bake, and sale.</p>                            |                     |  |                    |  |                          |  |                       |  |                 |  |                    |  |                       |  |                |  |

|                              |  |  |   |  |  |
|------------------------------|--|--|---|--|--|
| Abstraction about the lesson |  |  | <p>the blanks with the correct answers.</p> <p>1. Long ____ is pronounced as in make, bake, and sale.</p> <p>2. Long ____ is pronounced as in ice, tire, pine, and hike.</p> <p>3. Long ____ is pronounced as in bone, cone, and stove.</p> <p>4. Long ____ is pronounced as in cute, mute, and tube. It is also pronounced as in blue, glue, and clue.</p> | <p>2. Long / ī / is pronounced as in ice, tire, pine, and hike.</p> <p>3. Long /ō/ is pronounced as in bone, cone, and stove.</p> <p>4. Long /ū/ is pronounced as in cute, mute, and tube. It is also pronounced as in blue, glue, and clue.</p>   |  |
| I. Evaluating Learning       |  |  |   | <p>Read the poem carefully and answer the questions that follow.</p> <p><b>Serve our Country</b> by Jovelyn J. Sarosad</p> <p>1. Who are the children in the poem?</p> <p>a. Mike, Jane, Rose, and Joe</p> <p>b. Gina, Jane, Rose, and Joe</p> <p>c. Mike, Jane, Rose, and Mark</p> <p>d. Mike, Sue, Randy, and Lorna</p> <p>2. Who wants to become a pilot?</p> <p>a. Joe b. Mike c. Jane d. Rose</p> <p>3. What does Rose want to do?</p> <p>a. to cure the sick people</p> <p>b. to bake pies and cakes</p> <p>c. to travel around the world</p> <p>d. to promote peace and order</p> <p>4. What does a doctor do?</p> <p>a. to fight the fire</p> <p>b. to build buildings</p> <p>c. to cure the sick people</p> <p>d. to teach young children</p> |  |



|   |  |  |  |   |  |
|---|--|--|--|---|--|
|   |  |  |  | 5. If you were one of the children in the story, are you willing to finish your studies?<br>a. No, because I am lazy to study. b. No, because I do not like to work.<br>c. Yes, because I have several friends in school.<br>d. Yes, because I want to serve my beloved country.  |  |
| J. Additional activities for application or remediation |  |  |  | Choose from the word bank below the missing word to complete each sentence.<br><b>WORD BANK</b><br>rode                  pineapples<br>Jude                  gave                  throw<br>1. _____ and his father harvested the pineapples.<br>2. Then, he _____ on his bike and went to the market.<br>3. He sold the _____ at a low price.<br>4. He _____ the remaining pineapples to his neighbor. |  |
| 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 |
| G. What innovation or localized materials did I use/ discover which I wish to share with other teachers? | None   |  | None |

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