GRADES 1 to 12 DAILY LESSON LOG	School:	Visit DepEdresources.com for more	Grade Level:	III
	Teacher:	File Created by Sir LIONELL G. DE SAGUN	Learning Area:	ENGLISH
	Teaching Dates and Time:	SEPTEMBER 4 - 8, 2023 (WEEK 2)	Quarter:	1ST QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I OBJECTIVES					
A. Content Standard	Continuation of Beginning Literacy Quarterly and Weekly Articulation				
B. Performance Standard	Listening Comprehension	Able to make a simple sentences.	Phonics and Word Recognition and Spelling	Able to make a simple sentences.	
C. *Learning Competency/s*	Activate prior knowledge based on the stories read /heard. **EN3LC –Ia-j-2** Literature : Belling the Cat.	Draw and write sentences about one's drawing. **EN3WC-Ia-j-4**	Read words with short o sounds in CVC pattern and phrases and sentences containing these words. **EN3F – Ib –d- 19**	Draw and write sentences about one's drawing. **EN3WC-Ia-j-4**	
II CONTENT	Activating Prior Knowledge based on the Stories Read /Heard.	Drawing and Writing Sentences	Short o (-od, -og, -om, -on)	Drawing and Writing Sentences	
III. LEARNING RESOURCES					
A. References					
1. Teacher's Guide Pages					
2. Learner's Materials pages					
3. Text book pages					
4. Additional Materials from Learning Resources	Pictures, copy of the stories, laptop, projector, video	Pictures, laptop, projector	Pictures, , laptop, projector, video	Pictures, laptop, projector	
B. Other Learning Resources					
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	(mouse, mice, fool, collar)	Short-O Sounds in CVC pattern.	Checking of Assignment	Short-O Sounds in CVC pattern.	
B. Establishing a purpose for the lesson	What are you afraid of? Why?	Play a game "mandala". Pupils will draw a thing that will match their character. Let them share it to the class	Present pictures of the new words being studied. You can also use real and action to unlock their meanings. Be sure to consult a dictionary for the meaning and pronunciation of the words	Play a game "mandala". Pupils will draw a thing that will match their character. Let them share it to the class	

C. Presenting Examples/instances of new lesson	Using DRTA (Directed Reading and Thinking Ability).Story of Belling the Cat.	Show some illustration to the class and ask questions. - baby sleeping on the crib - apples fall down the trees - car moving fast - Mother baking a cake.	A Log in the Bog in the Fog	Show some illustration to the class and ask questions. - baby sleeping on the crib - apples fall down the trees - car moving fast - Mother baking a cake.	
D. Discussing new concepts and practicing new skills #1	Who wanted to put the bell on Pat's collar? Why? Why do you think no one wanted to bell the cat? What was wrong with the plan?	- How do you know the events in the pictures?	- What are common sounds did you heard today?	- How do you know the events in the pictures? Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	
E. Discussing new concepts and practicing new skills #2					
F. Developing mastery (Leads to Formative Assessment)					
G. Finding Practical applications of concepts and skills	Group the pupils into three: Make a plan .How they can put a bell on the cat.	Group the pupils into three. Provide drawings to them .Let them form a sentences out of the drawing.	Refer the pupils to LM Activity 19 A & B pages 26-27	Group the pupils into three. Provide drawings to them .Let them form a sentences out of the drawing.	
H. Making generalizations and abstractions about the lesson	-What did you learned today?	What did you learned today?	What did you learned today?	What did you learned today?	
I. Evaluating Learning	Draw one part of the story that excite you most. Assess the pupils based on their drawings. Use rubrics.	Post some drawing. Ask them to make a simple writings about the drawing.	Divide the class into dyads or triads and have each group work on LM – Activity 20, pages 28- 30.	Post some drawing. Ask them to make a simple writings about the drawing.	
J. Additional activities for application or remediation	What makes a good plan? Write at least three sentences to answer the questions.	Study your lesson well.	Cut pictures with short o sounds of og, op, od, and ob.	Study your lesson well.	
V. REMARKS					
VI. REFLECTION					
A. No. of learners who earned 80% on the formative assessment					
B. No. of Learners who require additional activities for remediation					
C. Did the remedial lessons work? No. of learners who have caught up with the lesson.					
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?					