



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 1-August 29-September 1, 2023	Quarter	1 ST	
DAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES					
A. Content Standards	Holiday	The learner demonstrates understanding of sentences and paragraphs in expressing ideas		The learner demonstrates understanding of the elements of literary and expository texts for creative interpretation	
B. Performance Standards		The learner composes three-to-five sentence paragraph		The learner uses information derived from texts in presenting varied oral and written activities	
C. Learning Competency Code		Write sentences describing one’s drawing about the stories/poems listened to (EN3WC-Ia-j-4).		Read simple sentences and levelled stories and note details regarding character (EN3RC-10-2.2)	
II. CONTENT		Picute Talk		Tell Me More About the Story Character	
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 1		Module 2	
IV. PROCEDURES					
A. Review		Study the picture. Copy in your notebook the words that describe the boy. Then, write a sentence to show how the word you checked fits him. One example is given to help you. _____generous _____ studious _____ helpful _____ resourceful _____ God - fearing _____ naughty <u>The boy is generous because he gives food to the beggar.</u>	Study the picture and answer the questions below. Choose the letter of the correct answer. Write your answers on a separate blank sheet of paper.	Directions: Read the story and the questions below. Choose the letter of the correct answer. Write your answers on a separate blank sheet of paper.	
B. Establishing Purpose		Read the story “Sampaguita and Rose”. Answer the following questions.		Tell a story about the picture. Write at least three sentences about it. Use the	

		1. What does Aling Diding have in front of her house? 2. What are those flowers being planted? 3. Which flower has caught peoples’ attention? Why? 4. How are they different from each other? 5. What qualities does each flower possess? 6. What was rose being symbolized to? How about Sampaguita? 7. If you were Sampaguita, what best advice can you give to Rose?		words below to make your sentences. Be ready to share your story.											
C. Presenting Examples		A sentence expresses a complete thought. It begins with a capital letter. It ends with a period (.), or a question mark (?), or an exclamation point (!). To describe one’s drawing, you must consider the following: 1. number (one, two) 2. size (small, tall) 3. shapes (round, long) 4. age (old, new) 5. color (red, blue) 6. opinion (pretty, good) In addition, you must look at the characters and the place because they will lead you in getting the correct idea.		Read the story “The Blind Black Carabao”. Answer the following questions. 1. What did he want to do with the sack of rice? 2. Which animals did he ask to help him pick and carry the sack of rice? Let’s name them. 3. What did each animal say? 4. What did the blind black carabao feel? 5. If you were to choose among the characters in the story, who would you like to be? Why?	Activity A. Describing the Characters Think about the characters in the story “The Blind Black Carabao”. Choose one of the main characters to describe in detail. Complete the chart below. Character: _____ <table><tr><td></td><td>Details from the text to support your story.</td></tr><tr><td>How would you describe the character?</td><td></td></tr><tr><td>How does this character affect in the story?</td><td></td></tr><tr><td>Why is this character important in the story?</td><td></td></tr><tr><td>What do you feel about the character? Why do you feel that way?</td><td></td></tr></table>		Details from the text to support your story.	How would you describe the character?		How does this character affect in the story?		Why is this character important in the story?		What do you feel about the character? Why do you feel that way?	
	Details from the text to support your story.														
How would you describe the character?															
How does this character affect in the story?															
Why is this character important in the story?															
What do you feel about the character? Why do you feel that way?															



D. Discussing New Concepts and predicting new skills Q1		A.1 Draw a Sampaguita and a Rose inside their corresponding boxes below. Then, describe each flower by writing its differences and similarities using the Venn Diagram.	A.2 Recall your favorite story and draw one interesting part of the event. Then, write something about it.	How do we note details regarding character? 1. Always read the story with full understanding and internalize the text. 2. Jot down notes or highlight texts.	<i>Activity A.2 It's a Message</i> Pretend to be a selfish goat in the story. Write on a separate blank sheet of paper your message to blind black Carabao when you did not help him to carry the sack of rice. Dear Blind Black Carabao, I am sorry, because Your friend,
E. Discussing New Concepts and Predicting New Skills Q2/Guided Practice		B.1 Look at the drawing below. Describe it by filling in the blanks with the correct words inside the box.		<i>Activity A.1 Character Profile</i> Choose one of the characters in the story and complete its character profile below. Copy the character profile on a separate blank sheet of paper.	

		old clear bunch young two balloons different The sky is _____. There are _____ men standing in front of the church. The _____ man is holding _____ with _____ colors. While the _____ man is holding a _____ of flowers.		Draw the character inside the blue circle. Write the name of the character inside the green circle. I am _____ I like to _____ I am _____																					
F. Developing Mastery (Leads to Formative Assessment)		B.2 Make a sentence for each picture presented on the left side. 			<i>Activity B. Choose Me</i> In your notebook, draw the character that shows good attitude in the story. Write at least 2-3 sentences about your drawing. Rubric on Drawing<table><tr><td></td><td>3 points</td><td>2 points</td><td>1 point</td><td>TOTAL</td></tr><tr><td>Clarity</td><td>Easy to interpret</td><td>Make some sense</td><td>Hardly make sense</td><td></td></tr><tr><td>Content</td><td>Shows clear understanding of concept</td><td>Shows a fair understanding of concept</td><td>Hardly shows understanding of concept</td><td></td></tr><tr><td>Creativity</td><td>Shows competent quality of work with better artistic imagination</td><td>Shows fair quality of work with good artistic imagination</td><td>Shows poor quality of work with no artistic imagination</td><td></td></tr></table>		3 points	2 points	1 point	TOTAL	Clarity	Easy to interpret	Make some sense	Hardly make sense		Content	Shows clear understanding of concept	Shows a fair understanding of concept	Hardly shows understanding of concept		Creativity	Shows competent quality of work with better artistic imagination	Shows fair quality of work with good artistic imagination	Shows poor quality of work with no artistic imagination	
	3 points	2 points	1 point	TOTAL																					
Clarity	Easy to interpret	Make some sense	Hardly make sense																						
Content	Shows clear understanding of concept	Shows a fair understanding of concept	Hardly shows understanding of concept																						
Creativity	Shows competent quality of work with better artistic imagination	Shows fair quality of work with good artistic imagination	Shows poor quality of work with no artistic imagination																						
G. Finding practical application of concepts and skills in daily living application			Who is your superhero in life? Draw someone whom you consider to be your superhero. Write one or two sentences that would describe him or her.		Write the name of your family members and their characteristics in the table. <table><tr><td>Name</td><td>Characteristics</td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>	Name	Characteristics																		
Name	Characteristics																								



H. Making generalization and Abstraction about the lesson		Answer the following questions. 1. How do you write a sentence? 2. How do you describe one’s drawing or picture? 3. What do you consider in describing one’s drawing?		Answer the following questions. A. How will you identify the character(s) in the story? B. What do you call on the character who is the focus in the story? C. How will you write the details on the character in the story?															
I. Evaluating Learning			Read the story “The Tweety Bird”. On a clean sheet of paper, draw one part of the story. Write one or two sentences to describe your drawing.		Read the story below. Answer the questions in the table. Mike has a kite and a bike. He rides on his bike to the playground. He flies his kite. One day, the kite fell on the playground. Mike was sad. He had no more kite.  <table><tr><td>Who is the character in the story?</td><td></td></tr><tr><td>Why is he sad?</td><td></td></tr><tr><td>If you have the chance to write an ending of the story, what would you like to write? Why?</td><td></td></tr></table>	Who is the character in the story?		Why is he sad?		If you have the chance to write an ending of the story, what would you like to write? Why?									
Who is the character in the story?																			
Why is he sad?																			
If you have the chance to write an ending of the story, what would you like to write? Why?																			
J. Additional activities for application or remediation			Directions: List the names of your family members. Then, write one sentence to describe them. You may add columns depending on the number of members you have. <table><tr><td>Names</td><td>I describe them as...</td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>	Names	I describe them as...														Recall the story on “The Blind Black Carabao”. Fill out the data needed in the story map. Do this on a separate sheet of paper.
Names	I describe them as...																		

					Carabao Story Map Characters: Ending:
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?					

Prepared by: ARIAN P. DE GUZMAN
Grade 3 Adviser

Checked by: IRENE P. DE LA CRUZ
Master Teacher I

Noted: ERNESTO B. CASTRO
School Head/Head Teacher III

