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| Description: DEPED-NEW_e78wysqt  **GRADES 1 to 12**  **DAILY LESSON LOG** | **School:** | **DepEdClub.com** | **Grade Level:** | **III** |
| **Teacher:** |  | **Learning Area:** | **SCIENCE** |
| **Teaching Dates and Time:** | **NOVEMBER 21 - 25, 2022 (WEEK 3)** | **Quarter:** | **2ND QUARTER** |

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|  | **MONDAY**  **(HOLIDAY)** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **I.OBJECTIVES** |  | | | | |
| **A.Content Standards** | Demonstrate understanding the parts ,and functions of the sense organs of the human body | | | | |
| **B.Performance Standards** | Able to practice healthful habits in taking care of the sense organs. | | | |  |
| **C.Learning Competencies/Objectives** | * Natutukoy ang iba’t-ibang bahagi ng dila at   Naipapaliwanag ang gamit ng mga ito. | Natutukoy ang tamang pangangalaga sa ating dila | * Natutukoy ang iba’t-ibang bahagi ng balat. | Natutukoy ang tamang pangangalaga sa balat |  |
| **Write the LC Code for each** | S3LT –Iia –b-1 | S3LT –Iia –b-2 | S3LT –Iia –b-1 | S3LT –Iia –b -2 |  |
| **II.CONTENT** | SENSE ORGANS  Iba’t-ibang bahagi ng dila | SENSE ORGANS  Pangangalaga sa Dila | SENSE ORGANS  IBa’t Ibang Bahagi ng Balat | SENSE ORGANS  Pangangalaga sa balat |  |
| **III.LEARNING RESOURCES** |  | | | | |  |  |  |
| **A.References** |  |  |  |  |  |
| **1.Teacher’s Guides/Pages** |  |  |  |  |  |
| **2.Learner’s Materials Pages** |  |  |  |  |  |
| **3.Textbook Pages** |  |  |  |  |  |
| **4.Additional Materials from Learning Resources (LR) portal** |  |  |  |  |  |
| **B.Other Learning Resources** |  |  |  |  |  |
| **IV.PROCEDURES** |  | | | | |  |  |  |
| **A.Reviewing previous lesson or presenting the new lesson** | Anong sense organ ang ginagamit na pang-amoy? Ano-ano ang mga bahagi nito at paano ito gumagana? | Lagyan ng leybel ang bahagi ng dila gamit ang iginuhit na modelo. | Anong sense organs ang napag-aralan natin kanina.  Sabihin kung anong bahagi ito ng dila malalasahan.  1. ayskrem | Ano Ano ang bahagi ng ating balat? |  |
| **B.Establishing a purpose for the lesson** | Ano-ano ang lasa ng pagkain? | Maghanda ng candy ( malambot ) sa bawat eskwela.  Nanguya niyo ng mabuti ang kendi? | Pagpapalaro sa mga bata. Paghipo ng iba’t ibang bagay. | Lagyan ng label ang bahagi ng balat gamit ang iginuhit na modelo. |  |
| **C.Presenting examples/instances of the new lesson** | . Ipaalala ang mga tuntunin na dapat sundin ng bawat kasapi ng pangkat sa pangkatang gawain  a. Kumuha ng kaunting asin, asukal, kape at kalamansi.  b. Alam mo ba kung ano ang lasa ng bawat isa? |  | Anong bahagi ng ating katawan responsible para sa ating nararamdaman?  2. Pagpapakita ng video sa mga bata. | Paano natin mapapangalagaan ang ating balat?  Pagpapanood ng videp sa mga bata. |  |
| **D.Discussing new concepts and practicing new skills #1** | Pagtalakay/pagproseso sa mga sagot ng bawat pangkat |  | Anu 0-ano ang mga bahagi ng balat? | Isaisahin natin ang pangangalaga natin sa ating balata yon sa inyong napanood. |  |
| **E.Discussing new concepts and practicing new skills #2** |  |  |  |  |  |
| **F.Developing mastery**  **(Leads to formative assessment)** | Paano matutukoy ang lasa ng pagkain? |  | Pagguhit ng mga bata ng balat nila sa katawan. |  |  |
| **G.Finding practical/applications of concepts and skills in daily living** | Malalasahan mo ba ang hilaw na mangga kung ito ay nasa gitna ng iyong dila? Ipaliwanag ang sagot. | Pangkatin ang klase sa apat. Magsagawa ng aktingan para sa panganglaga ng dila. | Pangkatin ang mga bata.Bigyan ng activity cards para sa gawain. | Pangkatin ang mga bata.Bigyan ng activity cards para sa gawain. |  |
| **H. Making generalizations and abstractions about the lesson** | Nalalasahan ang matamis sa gitna at sa dulo ng dila.  ♦ Nalalasahan ang maalat sa dulo at mga gilid ng dila.  ♦ Nalalasahan ang maasim sa mga tagiliran ng dila.  ♦ Nalalasahan ang mapait sa likod ng dila. | Paano natin mapangangalagaan an gating dila?  Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more | Ano ang balat? Ano ba ang gamit nito? Bakit pag natatakot o natutuwa tayo minsan tumatayo ang mga balahibo sa ating balat? | Ano ang dapat gawin para mapangalagaan ntin an gating balat? |  |
| **I.Evaluating Learning** | Iguhit ang dila at ilagay kung saan malalasahan ang matamis, maasim, mapait at maalat. | Lagyan ng tsek kung isinasaad ay tama at ekis naman kung hindi.  1. Magsipilyo ng ngipin at hayaan ang dila ay di nalilinis.  2. Iwasan ang kumain ng maanghang na pagkain.  3. Kumain lagi ng malinis na pagkain.  4-5.atbp. | Isulat ang T kung tama ang sinasaad ng pangungusap at M kung hindi.  1. Ang dermis ang pinakaibabaw na bahagi ng ating balat.  2. Epidermis naman ang nasa ilalim ng dermis.  3-5 atbp. | Lagyan ng check kung tama ang pangangalaga sa balat ekis kung hindi. |  |
| **J.Additional activities for application or remediation** | Mahalaga ba sa iyo ang lasa ng pagkain? Kung mayroon kang sipon, malalasahan mo bang mabuti ang kinakain mo? \_\_\_\_Oo \_\_\_\_Hindi  Bakit mo nasabi? | Makipanayam sa iyong pamilya kung paano pangangalagaan an gating dila. Isulat ito sa inyong kuwaderno. | Gumuhit ng tao. Lagyan ang bawat bahagi nito. | Gumupit ng mga gawi para mapangalagaan natin an gating balat. |  |

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| **V.REMARKS** |  | | | | |
| **VI.REFLECTION** |  | | | | |
| **A.No. of learners who earned 80% of the formative assessment** | \_\_\_ of Learners who earned 80% above | \_\_\_ of Learners who earned 80% above | \_\_\_ of Learners who earned 80% above | \_\_\_ of Learners who earned 80% above | \_\_\_ of Learners who earned 80% above |
| **B.No. of learners who require additional activities to remediation** | \_\_\_ of Learners who require additional activities for remediation | \_\_\_ of Learners who require additional activities for remediation | \_\_\_ of Learners who require additional activities for remediation | \_\_\_ of Learners who require additional activities for remediation | \_\_\_ of Learners who require additional activities for remediation |
| **C.Did the remedial lessons work?No. of learners who have caught up with the lesson** | \_\_\_Yes \_\_\_No  \_\_\_\_ of Learners who caught up the lesson | \_\_\_Yes \_\_\_No  \_\_\_\_ of Learners who caught up the lesson | \_\_\_Yes \_\_\_No  \_\_\_\_ of Learners who caught up the lesson | \_\_\_Yes \_\_\_No  \_\_\_\_ of Learners who caught up the lesson | \_\_\_Yes \_\_\_No  \_\_\_\_ of Learners who caught up the lesson |
| **D.No. of ledarners who continue to require remediation** | \_\_\_ of Learners who continue to require remediation | \_\_\_ of Learners who continue to require remediation | \_\_\_ of Learners who continue to require remediation | \_\_\_ of Learners who continue to require remediation | \_\_\_ of Learners who continue to require remediation |
| **E.Which of my taching strategies worked well?Ehy did these work?** | *Strategies used that work well:*  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Power Point Presentation  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Discussion  \_\_\_ Case Method  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Differentiated Instruction  \_\_\_ Role Playing/Drama  \_\_\_ Discovery Method  \_\_\_ Lecture Method  *Why?*  \_\_\_ Complete IMs  \_\_\_ Availability of Materials  \_\_\_ Pupils’ eagerness to learn  \_\_\_ Group member’s Cooperation in doing their tasks | *Strategies used that work well:*  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Power Point Presentation  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Discussion  \_\_\_ Case Method  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Differentiated Instruction  \_\_\_ Role Playing/Drama  \_\_\_ Discovery Method  \_\_\_ Lecture Method  *Why?*  \_\_\_ Complete IMs  \_\_\_ Availability of Materials  \_\_\_ Pupils’ eagerness to learn  \_\_\_ Group member’s Cooperation in doing their tasks | *Strategies used that work well:*  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Power Point Presentation  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Discussion  \_\_\_ Case Method  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Differentiated Instruction  \_\_\_ Role Playing/Drama  \_\_\_ Discovery Method  \_\_\_ Lecture Method  *Why?*  \_\_\_ Complete IMs  \_\_\_ Availability of Materials  \_\_\_ Pupils’ eagerness to learn  \_\_\_ Group member’s Cooperation in doing their tasks | *Strategies used that work well:*  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Power Point Presentation  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Discussion  \_\_\_ Case Method  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Differentiated Instruction  \_\_\_ Role Playing/Drama  \_\_\_ Discovery Method  \_\_\_ Lecture Method  *Why?*  \_\_\_ Complete IMs  \_\_\_ Availability of Materials  \_\_\_ Pupils’ eagerness to learn  \_\_\_ Group member’s Cooperation in doing their tasks | *Strategies used that work well:*  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Power Point Presentation  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Discussion  \_\_\_ Case Method  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Differentiated Instruction  \_\_\_ Role Playing/Drama  \_\_\_ Discovery Method  \_\_\_ Lecture Method  *Why?*  \_\_\_ Complete IMs  \_\_\_ Availability of Materials  \_\_\_ Pupils’ eagerness to learn  \_\_\_ Group member’s Cooperation in doing their tasks |
| **F.What difficulties did I encounter which my principal or supervisor can help me solve?** | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works  \_\_Reading Readiness  \_\_Lack of Interest of pupils | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works  \_\_Reading Readiness  \_\_Lack of Interest of pupils | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works  \_\_Reading Readiness  \_\_Lack of Interest of pupils | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works  \_\_Reading Readiness  \_\_Lack of Interest of pupils | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works  \_\_Reading Readiness  \_\_Lack of Interest of pupils |
| **G.What innovation or localized material did I use/discover which I wish to sharewith other teachers?** | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making use big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition  \_\_Fashcards  \_\_4 F’s | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making use big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition  \_\_Fashcards  \_\_4 F’s | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making use big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition  \_\_Fashcards  \_\_4 F’s | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making use big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition  \_\_Fashcards  \_\_4 F’s | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making use big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition  \_\_Fashcards  \_\_4 F’s |