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:	JANUARY 31 – FEBRUARY 2, 2024 (WEEK 1)	Quarter:	3RD QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURDAY	FRIDAY
I. OBJECTIVES					
A. Content Standard			Demonstrates understanding of different listening strategies to comprehend texts	Demonstrates understanding of grammatical structures of English to be able to communicate effectively in oral and written forms.	
B. Performance Standard			Uses information from texts viewed or listened to in preparing logs and journals.	Shows proficiency in constructing grammatically correct sentences in varied theme-based oral and written activities.	
C. Learning Competency/Objectives Write the LC code for each.			EN3LC-IIIab-2.1 Recall details from texts viewed/ listened to	EN3RC-IIIa 2.7.1 I Identify several effects based on a given cause	
II. CONTENT	.				
			To Go or Not To Go	Identifying Effects on a Given Cause	
III. LEARNING RESOURCES					
D. References					
1. Teacher's Guide pages			CG p.	CG p.61 of 247	
2. Learner's Materials pages					
3. Textbook pages					
4. Additional Materials from Learning Resource (LR)portal					
E. Other Learning Resource					
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson					
B. Establishing a purpose for the lesson			Unlocking/Vocabulary & Concept Development **(PAGASA, typhoon signal)** When there is a typhoon signal, what do you do?	Post the four pictures in random order on the board. Ask pupils to describe what each picture shows. Say: *Here are pictures showing how our surroundings look like if there is a typhoon. Describe what you see in the first picture. What typhoon signal do you think can make our*	

				surroundings look like this? Post the strip of paper with "Typhoon Signal Number 1". (Use the same set of question and continue posting the strip of paper) until you reach Typhoon signal number 4.	
C. Presenting examples/Instances of the new lesson			Read aloud the selection. **To Go or Not To Go** Mil Flores-Ponciano		
D. Discussing new concepts and practicing new skills # 1			What was Almira's problem? What helped her solve her problem? What is found on the Weather Condition Guide?	Refer pupils to Activity 199. Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	
E. Discussing new concepts and practicing new skills # 2				There are steps on how to identify a cause and an effect. Refer the class to Activity 200.	
F. Developing mastery (leads to Formative Assessment 3)					
G. Finding practical application of concepts and skills in daily living			Have the class go over the typhoon condition guide and have them answer the questions that follow. Refer to Activity 196.	Provide activity sheets on your pupils.	
H. Making generalizations and abstractions about the lesson			- What did you learned today?	- How do you identify the effects of a given cause?	
I. Evaluating learning			. Assess pupils group tasks.	Independent Practice Let pupils identify the cause and the effect in columns 1 and 4 of the matrix in *To Go or Not To Go*. **Refer pupils to Activity 200B,C, and D.**	
J. Additional activities for application or remediation			Draw a flood hazard map in your place.	No assignment.	
V. REMARKS					
VI. REFLECTION					
A. No. of learners who earned 80% in the evaluation					
B. No. of learners who require additional activities for remediation who scored below 80%					

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?	