

 GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	III
	Teacher:		Learning Area:	MTB
	Teaching Dates and Time:	OCTOBER 10 – 14, 2022 (WEEK 8)	Quarter:	1ST QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES					
A. Content Standard	Demonstrates communication skills in talking about variety of topics using expanding vocabulary and phrases,shows understanding of spoken language in different contet using verbal and non-verbal cues ,and informational texts.				
B. Performance Standard	.Oral Language	.Vocabulary and Concept Development	Listening and Reading Comprehension	Grammar Awareness	Study Skills
C. Learning Competency/Objectives Write the LC code for each.	Speaks clearly and comprehensively by using standard language and appropriate grammatical forms,pitch and modulation. Identifies and uses words with multiple meanings in sentences. MT3OL –lh -12.1 / MT3VCD –li-j-3.6	Identifies and uses words with multiple meanings in sentences. Express love for stories and other text. MT3VCD –li-j-3.6/ MT3A –la –i-5.2	Infers character traits and feelings in a story MT3LC/RC –li-j-3.3	Writes correctly differently types of sentences like compound sentences. MT3G – lh –l -6.1	Get information from the table. MT3SS –li-j-4.8
II. CONTENT	.				
	My Family : Members of the Family,Pride of My Family	Identifying and Using Words with Multiple Meanings	Inferring Character Traits and Feelings in a Story	Writing Correctly Compound Sentences	Getting Information from the Table
III. LEARNING RESOURCES					
A. References					
1. Teacher’s Guide pages	CG p.134 of 149				
2. Learner’s Materials pages					
3. Textbook pages					
4. Additional Materials from Learning Resource (LR)portal					
B. Other Learning Resource	Charts, pictures	Powerpoint,charts,pictures	Story,charts,illustrations of different feelings, magic box	Strips of sentences	Model table
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson		Spelling Drop top bat park eye rock watch fan foot trip		Show a sentences.	
B. Establishing a purpose for the lesson	Oral and Vocabulary Developmnet A. Think – Pair – Share Activity Teacher perparees pictures: -a boy with a grade level mark on his ID,a report card with grades on it	Have you been to different places?What places have you been to and with whom?What do you call such an activity? (Trip, travel, journey , etc.)	Unlocking of Difficulties: Show Time Inside this magic box are rolled strips of paper. Pick one and act out.Call a friend to guess the word.	Mix and Match of the sentences.	What can you do if you want to know the information quickly?

	- a picture a red eye,a big needle with an arrow pointing to the needle eye -a bat flying in the night sky;a boy holding a baseball bat Group the pupils into three:and distribute these pictures. - Let the pupils study the pictures and talk about them. Let each pupil say something about each picture.		Magic box – patted frowned amazed - Who helps you with your homework? - Who do you go to when you have questions about your lessons? Explain your answer.		
C. Presenting examples/Instances of the new lesson	. Raising of Standards for Listening “ The Class Picture Day”.	Let them watch a point a powerpoint. them study it.	1 st Reading of the Story by the Teacher “ The Homework”	Can I combine the ideas of these sentences?	Study the table of contents entry. YOUR HOBBIES AND YOU Lesson 1 1-7 Lesson 2 ...8-39 Lesson 3 40 -76 Lesson 4...77 -79 Lesson 5 ...100 -124 Lesson 6.. 125 -150
D. Discussing new concepts and practicing new skills # 1	- What activity did the class have? (class picture day) - Why are they having the activity? (picture taking activity for the ID, report card grades) - What made Miss Santos worry? (brownout,pupils sweating) - How did she solve her problems?(passed around tissue; made children fan themselves to stay cool) - How did the story end? (the pictures were perfect; everyone was happy)	- What did you learned today? - Is the words are the same in meanings?	- What was Athena’s problem? - What did Brigitte suggest to her sister?	How many sentences do we have now? - What do we do to the sentences? - How did we end the sentences?	- How many lessons are in this book? - What is the title of this book? Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more

E. Discussing new concepts and practicing new skills # 2					- What information /data are found in the table of contents?
F. Developing mastery (leads to Formative Assessment 3)			Inferring Character Traits		
G. Finding practical application of concepts and skills in daily living	Picture Perfect Activity Let pupils prepare a clean piece of paper and some crayons. Let pupils make an illustration of the sentence. 1. I watch cartoons. The boy has a watch. 2. This is a letter from my cousin abroad. There is a letter A on the board. 3. The girls drop on their things on the chair. One drop of water fell from the faucet.	Concept Drawing: Group the pupils into three. I – Grades II – Trip III - roll	Copy and complete the graphic organizer below: Character Traits 1. Brigitte 2. Athena 3. Anton (Group the pupils)	Refer to Activity Q1 Week 8 LM.	Group the class into 4. I – English Textbooks II – Science Textbooks III – Filipino Textbooks 1. How many pages does the book have? 2. What is the main title of the first lesson? 3. What lesson are you now discussing in the book? 4. What was the lesson on page _?
H. Making generalizations and abstractions about the lesson	- What did you learned today?	Words can have more than one meaning. The meaning of the words depicts on how they are used in a sentence. We use context clues to know which meaning is correct.	We can describe a character of the story using Character Traits.	A compound sentence has two ideas or thoughts.	The table of contents is an important part of the book. It appears in the front of the book.
I. Evaluating learning	Assess the pupils into their performances.	Refer to Activity 1-2, Q1 Week 8 LM)	.Answer Act.3 Q1 LM Week 8. Process the activity. Check and discuss pupils' answers to the activities.	. Use rubrics: The ff. are simple sentences. Change them into a compound sentences by adding an idea or thought. 1. Mila is beautiful and ____. 2. The dog is white and ____ 3. My sister arrived this morning and ____. 4. The generator is full of gasoline but ____. 5. The chair is new but ____.	Refer to Post Assessment Q1 Week 8 LM page.
J. Additional activities for application or remediation	Cut pictures of the ff; 1. Mother prepares food for their children. 2-5 etc.	What have you learned in these activities? How can you use what you learned from the activities?	.Answer Act.4-5 Q1 LM Week 8 pp.	Cut pictures and make a compound sentences out of it.	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?	