




Republic of the Philippines  
**Department of Education**  
Schools Division Office of Palawan  
Coron Inland District  
*GUADALUPE ELEMENTARY SCHOOL*

 Grades 1 to 12 Daily Lesson Log	School		Grade Level	III	
	Teacher		Learning Area	ENGLISH	
	Teaching Dates	Week 8	Quarter	3 <sup>rd</sup>	
<b>DAY</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
<b>I. OBJECTIVES</b>					
<b>A. Content Standards</b>	The learner demonstrates understanding of English vocabulary used in both oral and written language in a given context				
<b>B. Performance Standards</b>	The learner's proficiency uses English vocabulary in varied and creative oral and written activities			<b>Holiday</b>	
<b>C. Learning Competency Code</b>	Write a simple story (EN2WC-Iva-e-22)				
<b>II. CONTENT</b>	Writing a Simple Story				
<b>III. LEARNING RESOURCES</b>					
<b>A. References</b>					
<b>1. Teacher's Guide Pages</b>					



2. Learner's Materials					
Pages					
3. Textbook Pages					
4. Additional Materials					
From LR Portal					
B. Other Learning Resources	Module 11				
IV. PROCEDURES					
A. Review	<p>Now that you have an idea of what this module covers, continue the excitement to do more. But before that, let us remember the elements of the story such as character, setting and plot in our past lesson about noting details. Now, read and understand the story below and answer the comprehension questions.</p> <p><b>Betty and Letty, the Twin Sisters</b>  <i>Ester M. Bañez</i></p> <p>Read and answer the comprehension questions.</p> <p>1. What is the title of the story?</p> <p>A. Betty and Letty, the Twin Sisters  B. Letty and Liza, the Brainy  C. Jenny and Lita, the Dancers</p> <p>2. Who are the characters in the story?</p> <p>A. Letty and Liza  B. Betty and Letty  C. Jenny and Lita</p>				

	<p>3. When did the story happen?</p> <p>A. One morning</p> <p>B. One afternoon</p> <p>C. One evening</p> <p>4. What was the first event that happened in the story?</p> <p>A. The twin sisters were talking on the cellphone and Betty was asking Letty to come home from the town so she can go with her to church.</p> <p>B. The twin sisters were talking on the telephone. Betty was asking Letty to come home from the town so she can go with her to the beach.</p> <p>C. The two sisters were talking on the cellphone. Jenny was asking Lita to come home from the town so she can go with her to the beach.</p> <p>5. What was the problem in the story?</p> <p>A. Betty was very busy with her selling business that she cannot go with Letty to the beach.</p> <p>B. Letty was very busy with her selling business that she cannot go with Betty to church.</p> <p>C. Jenny was very busy with her selling business that she cannot go with Lita to the beach.</p>				
<b>B. Establishing Purpose</b>	<p>In this activity, you are going to write a simple story out of a picture. To help you do this, read and analyze the randomly written phrases/sentences or events below. Let's get started.</p> <p><b>A Surprise Birthday Party</b></p> <p>A. The last thing that happened, there were clapping of hands while singing</p>				



	<p>a birthday song, giving of wishes, giving of gifts, and flashing of lights coming from the photographer’s camera. Everyone attending the party was whispering, “Oh! What a wonderful birthday party!” Mrs. Robles and her family noticed them and they smiled.</p> <p>B. One Friday in November, Mrs. Lita Robles and her family were very busy preparing for a surprise birthday party of the twin members of their family.</p> <p>C. Before lunchtime, foods were ready to be served and they gathered together waiting for the celebrators to arrive from school. Jazzle and Jezzle have not yet arrived while the invited friends were already present.</p> <p>D. Mrs. Robles got worried and asked some members of the family about the twins. But no one knew if they have already arrived from school. So she decided to get her cellphone and made a call.</p> <p>E. A minute later, the twins arrived. When Jazzle and Jezzle opened the door, they were surprised. With teary eyes, they welcomed all their friends and thanked their family for the surprise birthday party.</p>				
<b>C. Presenting Examples</b>	<p>Arrange in series the above randomly written events to form the story. Write the letters only.</p> <p><b>A Simple Story Grammar</b></p>	<p>So that you will get to know more about writing a simple or short story, let us review the key points on the elements of the story and understand very well the discussion</p>			

Elements of the Story		Well-Formed Story
<b>Title of the Story</b> - A Surprise Birthday Party <b>Setting</b> - One Friday in November <b>Characters</b> - Mrs. Robles, and family, Jazzie, Jezzie, and friends		(Write only the letters to form the story)
<b>Plot</b> <ul style="list-style-type: none"><li>• <b>Initiating Event</b></li><li>• <b>Internal Response</b></li><li>• <b>Attempt</b></li><li>• <b>Consequence</b></li><li>• <b>Reaction</b></li></ul>		
		1. _____
		2. _____
		3. _____
		4. _____
		5. _____

on how to do a story grammar in an organized manner.

I. Elements of the Story A short story tells about a series of events.

A story has characters. Story characters may be a person or an animal. The setting of a short story refers to the time and place in which the story happened.

Plot refers to the sequence of events in the story. ↗ A plot has parts:

1. Initiating event: It is an action or event that shows the problem of the main character.

2. Internal response: It is the character’s main reaction to the initiating event, in which the character sets a goal or attempts to solve a problem.


3. Attempt: It is the character’s effort to achieve the goal or to solve a problem. Several attempts, some failed, may be evident in an episode.

4. Consequence: An action or illustration that results from the character’s success or failure to reach the goal or to solve.

5. Reaction: It is an idea, emotion of further event that expresses the character’s feelings about success or failure in reaching the goal or solving the problem of the story to some broader set of concerns.




<p><b>D. Discussing New Concepts and predicting new skills Q1</b></p>	<p>Read the well-formed story in the box and answer the comprehension questions below.</p> <p><b>A Surprise Birthday Party</b>  Ester M. Bañez</p> <p>1. What is the title of the story?</p> <p>A. Betty and Letty, the Twin Sisters  B. A Surprise Birthday Party  C. The Christmas Party</p> <p>2. Who are the characters in the story?</p> <p>A. Mrs. Robles, and family, Jazzle, Jezzle, and friends  B. Betty, Letty, Dino and Lina  C. Mrs. Bañez, and her family</p> <p>3. When did the story happen?</p> <p>A. One Tuesday in November  B. One Friday in November  C. One Sunday in November</p> <p>4. What was the first event that happened in the story?</p> <p>A. Mrs. Lita Robles and her family were very busy preparing for a reunion party of Robles and Bañez family.  B. Mrs. Lita Robles and her family were very busy preparing for a surprise birthday party of the twin members of their family.  C. Mrs. Bañez and her family were very busy preparing for a reunion party of Mella and Dominguiano family.</p> <p>5. What was the problem in the story?</p>				
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	<p>A. Jazzle and Jezzle have not yet arrived while the invited friends were already present.</p> <p>B. Dino and Lina have not yet arrived while the invited friends were already present.</p> <p>C. The invited friends have not yet arrived while Jenny and Lita were already present.</p>				
<b>E. Discussing New Concepts and Predicting New Skills Q2/Guided Practice</b>		<p>Now, look at the pictures below. What do you see? Can you create a simple story about the pictures? Let's try to find out. Diether and Peter, the Storytellers</p> 			
<b>F. Developing Mastery (Leads to Formative Assessment)</b>		<p>Read and analyze the randomly written events at the next page. Then, fill in the story grammar with the needed information. Indicate the letter only.</p> <p>A. Diether and Peter received a certificate of recognition as “Storytellers of the Year”.</p> <p>B. Early morning in school, Diether and Peter were called by Mrs. Dela Cerna, the school reading coordinator and she assigned the two boys to retell a story in front of the students the next morning.</p> <p>C. Diether and Peter talked after class in the afternoon while they moved toward their school reading</p>			

		<p>center. D. They borrowed story books and had a great time reading them.</p> <p>E. The next morning, they came to school very early and did their task. A noiseless environment was observed during the moment when they retold the stories. An applause was heard as they ended.</p>			
<b>G. Finding practical application of concepts and skills in daily living application</b>		<p>Write the well-formed story you created in the spaces provided below.</p> <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>			
<b>H. Making generalization and Abstraction about the lesson</b>		<p>_____ 1. It may be a person or an animal.</p> <p>_____ 2. It refers to the sequence of events in the story. _____ 3. It is the time and place in which the story happened.</p> <p>_____ 4. It is the character’s effort to achieve the goal or to solve a problem. Several attempts, some failed, may be evident in an episode.</p> <p>_____ 5. An action or illustration that results from the character’s success or failure to reach the goal or to solve.</p>			



		<p>_____6. It is an idea, emotion of further event that expresses the character’s feelings about success or failure in reaching the goal or solving the problem of the story to some broader set of concern.</p> <p>_____7. It is an action or event that shows the problem of the main character.</p> <p>_____8. It is the character’s main reaction to the initiating event, in which the character sets a goal or attempts to solve a problem.</p>																																																																																																																																																																																			
I. Evaluating Learning			<p>Now, look at the picture below and imagine a good story about this.</p>  <p>"A Surprise Birthday Gift!"</p>																																																																																																																																																																																		
J. Additional activities for application or remediation			<p>Encircle the parts of a plot in writing a simple story.</p> <table><tr><td>A</td><td>Y</td><td>I</td><td>N</td><td>I</td><td>T</td><td>I</td><td>A</td><td>T</td><td>I</td><td>N</td><td>G</td><td>Z</td><td>A</td><td>B</td><td>C</td></tr><tr><td>T</td><td>X</td><td>E</td><td>F</td><td>G</td><td>H</td><td>I</td><td>G</td><td>K</td><td>L</td><td>M</td><td>D</td><td>H</td><td>M</td><td>N</td><td>T</td></tr><tr><td>T</td><td>O</td><td>Y</td><td>P</td><td>Q</td><td>C</td><td>N</td><td>X</td><td>T</td><td>Z</td><td>E</td><td>V</td><td>E</td><td>N</td><td>T</td><td>U</td></tr><tr><td>E</td><td>W</td><td>R</td><td>E</td><td>S</td><td>P</td><td>O</td><td>N</td><td>S</td><td>E</td><td>X</td><td>Z</td><td>P</td><td>N</td><td>C</td><td>K</td></tr><tr><td>M</td><td>C</td><td>E</td><td>E</td><td>P</td><td>F</td><td>G</td><td>A</td><td>H</td><td>I</td><td>J</td><td>K</td><td>L</td><td>M</td><td>N</td><td>O</td></tr><tr><td>P</td><td>Q</td><td>A</td><td>S</td><td>A</td><td>Q</td><td>T</td><td>T</td><td>U</td><td>V</td><td>W</td><td>X</td><td>Y</td><td>Z</td><td>A</td><td>B</td></tr><tr><td>T</td><td>D</td><td>C</td><td>F</td><td>C</td><td>G</td><td>A</td><td>W</td><td>H</td><td>I</td><td>G</td><td>K</td><td>L</td><td>M</td><td>N</td><td>O</td></tr><tr><td>P</td><td>Q</td><td>T</td><td>S</td><td>T</td><td>U</td><td>V</td><td>N</td><td>W</td><td>X</td><td>Y</td><td>Z</td><td>A</td><td>B</td><td>C</td><td>D</td></tr><tr><td>E</td><td>F</td><td>I</td><td>N</td><td>I</td><td>T</td><td>I</td><td>A</td><td>L</td><td>X</td><td>M</td><td>N</td><td>O</td><td>P</td><td>Q</td><td>R</td></tr><tr><td>S</td><td>T</td><td>O</td><td>V</td><td>O</td><td>W</td><td>X</td><td>P</td><td>Y</td><td>E</td><td>Z</td><td>A</td><td>B</td><td>C</td><td>D</td><td>E</td></tr><tr><td>C</td><td>O</td><td>N</td><td>S</td><td>E</td><td>Q</td><td>U</td><td>E</td><td>N</td><td>C</td><td>E</td><td>O</td><td>P</td><td>Q</td><td>R</td><td>S</td></tr></table>	A	Y	I	N	I	T	I	A	T	I	N	G	Z	A	B	C	T	X	E	F	G	H	I	G	K	L	M	D	H	M	N	T	T	O	Y	P	Q	C	N	X	T	Z	E	V	E	N	T	U	E	W	R	E	S	P	O	N	S	E	X	Z	P	N	C	K	M	C	E	E	P	F	G	A	H	I	J	K	L	M	N	O	P	Q	A	S	A	Q	T	T	U	V	W	X	Y	Z	A	B	T	D	C	F	C	G	A	W	H	I	G	K	L	M	N	O	P	Q	T	S	T	U	V	N	W	X	Y	Z	A	B	C	D	E	F	I	N	I	T	I	A	L	X	M	N	O	P	Q	R	S	T	O	V	O	W	X	P	Y	E	Z	A	B	C	D	E	C	O	N	S	E	Q	U	E	N	C	E	O	P	Q	R	S		
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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?	Use of graphic organizers and collaborative learning. It promotes active learning.		
F. What difficulties did I encounter which my principal or supervisor can help me solve?	None		None
G. What innovation or localized materials did I use/ discover which I wish to share with other teachers?	None		None



Prepared by: \_\_\_\_\_  
*Grade 3 Adviser*

Checked by:  
*Master Teacher I*

Noted:  
*School Head/Head Teacher III*

