GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	III
	Teacher:	File Created by Sir LIONELL G. DE SAGUN	Learning Area:	MTB
	Teaching Dates and Time:	AUGUST 29 – SEPTEMBER 2, 2022 (WEEK 2)	Quarter:	1ST QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I OBJECTIVES					
A. Content Standard	Oral Language	Reading Comprehensions	Grammar Awareness	Fluency/ Reading Comprehensions/ Spelling	
B. Performance Standard	Demonstrates communication skills in talking about variety of topics.				
C. *Learning Competency/s*	Participates actively during class sharing on familiar topics by making comments and asking questions using complete sentences/ paragraphs. **MT3OL –Ia –b- 6.2.2**	Notes important details in grade level narrative texts: a. character b. setting c. plot **MT3RC – Ia – b -1.1.1**	Differentiates count from mass nouns. **MT3G – Ia –c- 4.2**	- Read aloud grade level text with proper phrasing, expression and an accuracy of 95 -100%. **MT3F – Ia –c -1.4** - Notes important details in grade level narrative texts: a. character b. setting c. plot **MT3G – Ia –c- 4.2** - Correctly spell words in the list of vocabulary words and the words in the selection read. **MT3F- Iva –i-1.6**	
II CONTENT	My Family and I: Healthy Habits	Noting important details in grade level narrative texts: a. character b. setting c. plot	Count and Mass Nouns	-Reading aloud grade level text with proper phrasing, expression and an accuracy of 95 -100%. -Noting important details in grade level narrative texts: -Correctly spell words in the list of vocabulary words and the words in the selection read	
III. LEARNING RESOURCES					
A. References					
1. Teacher's Guide Pages					
2. Learner's Materials pages					

3. Text book pages					
4. Additional Materials from Learning Resources	Laptop, videos, pictures	Laptop, charts	Laptop, pictures		
B. Other Learning Resources					
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	Use real objects or pictures of objects to the class .Let them say about it ,how it use, obtain , or operated.	Unlocking of Difficulties a. meadow b. hurried c. gratefully	Identifying Nouns. 1. Father brought home aa kite for Marlon.	Spelling - scramble – explore – fruit stalls – machine - rap - crouch - juicy - tickle	
B. Establishing a purpose for the lesson	Show picture of a healthy boy and girl. - Who is in the picture? - How do you know he/she is healthy?	Have the pupils sing the song" In the Meadow".	What can you buy in the supermarket?	Let the pupils sing the song " It's Harvest Time"	
C. Presenting Examples/instances of new lesson	Show a video about being healthy.	Listening to the Story " Up, Up, and Away	Show pictures of supermarket/ grocery stores where different things are sold. Reading the dialog.	Present the selection: Juicy, Juicy, Fruits".	
D. Discussing new concepts and practicing new skills #1	- What things need to do to say you are healthy? - What important reminders you had to remember in maintaining a healthy body?	- What happened to Marlon and his father in the meadow? Why? - Who found the string?	- Who is going to the market? - What is she going to buy? Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	- What is the selection all about?	
E. Discussing new concepts and practicing new skills #2					
F. Developing mastery (Leads to Formative Assessment)			Comparison and Abstraction - Which items can be counted one by one? - Which items cannot be counted by piece?		
G. Finding Practical applications of concepts and skills	Think- Pair- Share What do you do to be healthy and strong?	Have the pupils fill up the story map.	Group the pupils to identify count from mass nouns.	Group the pupils into four. Give them activity sheets. I- On the bus(Write the names of the story characters in the cut-out of the bus) II- Draw where the characters are. List down what Marie saw when she look out the window. III- Do a rap related to the selection.	

H. Making generalizations and abstractions about the lesson	What lessons did you learned today?	How do we note a details?	Nouns that can be counted are the COUNT NOUNS Nouns that cannot be counted are the MASS NOUNS.	Were you able to identify the elements of the story? Are the elements complete?	
I. Evaluating Learning	Write the uses of each objects. 1. comb 2. towel 3. toothbrush 4-5.etc.	Use rubrics in assessing the performance of the pupils.	Write C if the word is a count noun. Write M if the word is a mass noun. 1. dust 2. marbles 3. meat 4. paper 5. classmates	Have pupils answer LM Activity 6 -8 pp._.	
J. Additional activities for application or remediation	Make an organizational chart to make you healthy.	Write a story alike the story that you read.	Complete the statement with a count noun or a mass noun with a counter. For example: I am going to the mall and I'll buy a book, a pad of paper, a bottle of glue and a box of crayons. 1. At the supermarket, Mother bought _____. 2. On my birthday, I received _____. 3-5.etc.	Look back on the lesson you learned on the past days.	
V. REMARKS					
VI. REFLECTION					
A. No. of learners who earned 80% on the formative assessment					
B. No. of Learners who require additional activities for remediation					
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?					