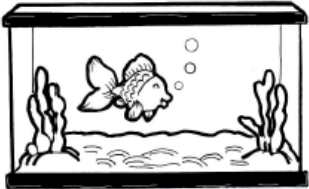


 GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	III
	Teacher:	File Created by DepEd Click	Learning Area:	ENGLISH
	Teaching Dates and Time:	September 26-30, 2022 (WEEK 6)	Quarter:	1ST QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I OBJECTIVES					
A. <i>Content Standard</i>	Demonstrates understanding of concepts of nouns and adjectives for identification and description				
B. <i>Performance Standard</i>	Correctly names people, objects, places and things through theme-based activities				
C. <i>Learning Competency /s:</i>	Review reading and writing short e, a, i, o, and u words in CVC pattern				Weekly Test
II CONTENT	Reading and Writing Short Vowel Sounds in CVC Pattern Learners are expected to produce/sound out correctly vowel sounds in CVC pattern; read CVC words with short /a/, /e/, /i/, /o/, and /u/ vowel sounds; write CVC words with short /a/, /e/, /i/, /o/, and /u/ vowel sounds (EN3PWR-Ia-b-7); and write a sentence using words that has short vowel sound in CVC pattern.	Reading and Writing Short Vowel Sounds in CVC Pattern Learners are expected to produce/sound out correctly vowel sounds in CVC pattern; read CVC words with short /a/, /e/, /i/, /o/, and /u/ vowel sounds; write CVC words with short /a/, /e/, /i/, /o/, and /u/ vowel sounds (EN3PWR-Ia-b-7); and write a sentence using words that has short vowel sound in CVC pattern.	Reading and Writing Short Vowel Sounds in CVC Pattern Learners are expected to produce/sound out correctly vowel sounds in CVC pattern; read CVC words with short /a/, /e/, /i/, /o/, and /u/ vowel sounds; write CVC words with short /a/, /e/, /i/, /o/, and /u/ vowel sounds (EN3PWR-Ia-b-7); and write a sentence using words that has short vowel sound in CVC pattern.	Reading and Writing Short Vowel Sounds in CVC Pattern Learners are expected to produce/sound out correctly vowel sounds in CVC pattern; read CVC words with short /a/, /e/, /i/, /o/, and /u/ vowel sounds; write CVC words with short /a/, /e/, /i/, /o/, and /u/ vowel sounds (EN3PWR-Ia-b-7); and write a sentence using words that has short vowel sound in CVC pattern.	
III. LEARNING RESOURCES					
A. References					
1. <i>Teacher's Guide Pages</i>	English 3, Module 6,				
2. <i>Learner's Materials pages</i>					
3. <i>Text book pages</i>					
4. <i>Additional Materials from Learning Resources</i>	Laptop, pictures, copy of the story, chart	Laptop, pictures, copy of the story, chart	Charts, laptop, powerpoint.		
B. Other Learning Resources					

IV. PROCEDURES					
	What I Know Let us check how far you have learned about words with short /e/, /i/, /a/, /o/, and /u/ sound. Directions: Box the word with short /e/, underline word with short /i/, encircle word with short /a/, triangulate word with short /o/, and double underline the word with short /u/ sound in each number. Do this on a separate sheet of paper. 1. men sin tub 2. sat sit net 3. tin jet bud 4. son mud bed 5. yum hum ten	What is It Read the underlined words in the poem and story. Here are some CVC words with short vowel sounds. /a/ bad bat ham pan jar has sat /e/ bed web yet let peg net vet /i/ big lid pig his pin pit lit /o/ son jog nod rod hog sob God /u/ sun run rug mum hug cut cup Read the phrases. pig on the field cup on the table two-deck bed sat on the blanket jog in the court mob in the street my cute pet map of the Philippines	What I Can Do Let us see what you can do. Directions: Make a sentence for each of the CVC words with short vowel sounds. Observe the correct punctuation and capitalization of words. 1. dog _____ 2. cat _____ 3. mud _____ 4. set _____ 5. hit _____	Assessment A. Directions: Write the correct word to complete the sentence. Choose your answer inside the parenthesis. Do this on a separate sheet of paper. 1. Exercise your _____ every morning. (legs, bed, lid) 2. The cat sleeps on the _____. (mat, log, bug) 3. The baby wears a _____. (bib, pin, bag) 4. The _____ barks at the stranger. (dog, pig, cat) 5. He rides on a _____. (bag, bus, bin) B. Directions: Use each word in a sentence. Do this on a separate sheet of paper. 1. hen 2. hat 3. buy 4. sat 5. pin	
	WHAT'S IN Directions: Match the word in Column A with the pictures in Column B. Do this on a separate sheet of paper.	What's More Activity A. Color the Word Directions: Color the box according to its short vowel sound: red is for /a/, yellow is for /e/, blue is for /i/, orange is /o/, and green is for /u/. Do it in a separate sheet of paper.	What I Have Learned Direction: Complete the paragraph. In this lesson, I learned that... Examples of CVC words that have short vowel sounds are:		

	A ___1. net ___2. pan ___3. sit ___4. dog ___5. sun B a.  b.  c.  d.  e. 	<table><tr><td>net</td><td>bed</td><td>mop</td><td>hop</td></tr><tr><td>sin</td><td>red</td><td>man</td><td>hen</td></tr><tr><td>ten</td><td>hum</td><td>wed</td><td>yam</td></tr><tr><td>rug</td><td>bed</td><td>tug</td><td>leg</td></tr><tr><td>set</td><td>mud</td><td>sad</td><td>tin</td></tr><tr><td>win</td><td>fed</td><td>peg</td><td>sun</td></tr><tr><td>men</td><td>nun</td><td>net</td><td>beg</td></tr></table>	net	bed	mop	hop	sin	red	man	hen	ten	hum	wed	yam	rug	bed	tug	leg	set	mud	sad	tin	win	fed	peg	sun	men	nun	net	beg			
net	bed	mop	hop																														
sin	red	man	hen																														
ten	hum	wed	yam																														
rug	bed	tug	leg																														
set	mud	sad	tin																														
win	fed	peg	sun																														
men	nun	net	beg																														
	WHAT’S NEW Story A. Direction: Read the poem orally. My Pat, the Cat by Mark Fil L. Tagsip My name is Matt. I have a <u>cat</u>. Whose name is <u>Pat</u>. Pat sits on the <u>mat</u>. And sleeps with me on the <u>cot</u>. Pat and I are good friends. We love to <u>run</u> in the farm. In the farm he sees a <u>rat</u>. He runs over it, and never comes home. I am <u>now</u> alone with no Pat to <u>sit</u> and sleep on the cot. 	Activity B. Complete me Directions: Fill in the blank with the appropriate word. Choose your answer from the box below. bag beg win son hug 1. The athletes want to _____ the game. 2. My mom gives me a _____ every morning. 3. The old men along the street _____ for food and water. 4. “Your _____ is a good boy,” said the teacher.																															

	Comprehension Questions: Direction: Answer the following questions. 1. Who has a cat? 2. What did they do in the farm? 3. If you were Matt, what would you do to find Pat? B. Direction: Read the poem below and answer the questions that follow. My Pet Yet by Junrey C. Colas  I always get <u>wet</u>, every time I play with my <u>pet</u>. My pet is a fish, and I named her <u>Yet</u>. It swims like a <u>jet</u>, and I would <u>bet</u>. That Yet could defeat, every fish she would meet. Yet is the best <u>pet</u>, that every kid can <u>get</u>. I love <u>her</u> a <u>lot</u>, she is my best friend <u>pet</u>. Comprehension Questions Directions: Read the questions carefully. Choose the letter of the correct answer. Write your answer on a separate sheet of paper. 1. What is his pet's name? a. Yet b. bet c. set d. net 2. How fast can she swim? a. like a van b. like a car c. like a jet d. like a net	5. Father bought me a new _____ yesterday Activity C. Make a Sentence Directions: Write a simple sentence using the following words with short vowel sound. Write it on a separate sheet of paper. 1. tub _____ 2. hug _____ 3. man _____ 4. pin _____ 5. pan _____			
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	3. What is his pet? a. fish b. dog c. cat d. pig 4. Why does he always get wet? a. because he plays with his pet b. because he plays with his playmates c. because he plays with his toys d. because he plays with his friends 5. How do you take care of your pet? a. Give them food and water. b. Give them toys to play. c. Give them friends to play. d. Give them water to drink.				
V. REMARKS					
VI. REFLECTION					
<i>A. No. of learners who earned 80% on the formative assessment</i>					
<i>B. No. of Learners who require additional activities for remediation</i>					
<i>C. Did the remedial lessons work? No. of learners who have caught up with the lesson.</i>					
<i>D. No. of learners who continue to require remediation</i>					
<i>E. Which of my teaching strategies</i>					

<i>worked well? Why did these work?</i>					
<i>F. What difficulties did I encounter which my principal or supervisor can help me solve?</i>					
<i>G. What innovation or localized materials did I use/discover which I wish to share with other teachers?</i>					