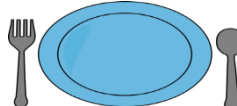
 GRADES 1 to 12 DAILY LESSON LOG	School:	DepEdClub.com	Grade Level:	III
	Teacher:	File created by Ma'am REYNILDA C. ANTIOLA	Learning Area:	MTB
	Teaching Dates and Time:	MARCH 13 – 17, 2023 (WEEK 5)	Quarter:	3 RD QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES	(Oral Language) Possesses expanding language skills and cultural awareness necessary to participate successfully in oral communication in different contexts	(Composing) Demonstrates the ability to formulate ideas following the conventional format/patterns of written language	(Grammar Awareness) Demonstrates expanding knowledge and understanding of language grammar and usage when speaking and/or writing.	(Reading Comprehension) Demonstrates understanding of grade level literacy and informational texts	(Study Skills) Demonstrates expanding knowledge and skills to listen, read, and write for specific purposes
A. Content Standard					
B. Performance Standard	Has expanding oral language to name and describe people, places, and concrete objects and personal experiences, ideas, thoughts, actions, and feelings in different contexts.	Uses expanding knowledge and skills to write clear coherent sentences, paragraphs, short stories, letters and poems from a variety of stimulus materials	Speaks and writes correctly and effectively for different purposes using the grammar of the language	Comprehends and appreciates grade level narrative and informational texts	Has expanding knowledge and skills to listen, read, & write for specific purposes
C. Learning Competencies (Write LC code)	Talks about famous people, places, events, etc. using expanding vocabulary in complete sentences/paragraphs	Write reactions and personal opinions to news reports and issues	Uses the correct form of the verb given the time signal	Infers Important Details from an Informational Text	Enumerates and interprets the labels in an illustration
	MT3OL-III d-e-1.3	MT3C-III a-i-2.6	MT3G-IIIC-E 1.5.3	MT3RC-IIId-3.4	MT3 SS-IIId-f-10.2
D. CONTENT	Using Expanding Vocabulary in Complete Sentences	Writing Reactions and Personal Opinions	Using the Correct Form of the Verb Given the Time Signal	Infering Important Details	Enumerating of Labels in an Illustration
E. LEARNING RESOURCES					
A. References					
1. Teacher’s Guide pages	Pages 274-276	Pages 278-280	Pages 280-281	Page 282	Pages 284
2. Learner’s Materials pages		Pages 246-247	Pages 242	Page 242 -247	Pages 249-250
3. Textbook pages					
4. Additional Materials from Learning Resource (LR) portal					
B. Other Learning Resources					
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	Review about the past lesson	Have the class listen to the issue The “Pinangat promoted its local cuisine called Pinangat”	Unlocking of difficulties:	Have the class reread the story “ Nanay Liliys’ Birthday”	Review the past lesson

			Unlock the words Appetizing, unique using pictures, actions and context clues.					
B. Establishing a purpose for the lesson	Unlock: cuisine, tourists, appetizing,, unique	Ask: What is the issue? Do you agree with the issue? Why? What are the basis of your reaction?	Ask: are there favorite dishes cooked at home whenever there are special occasions? What are their dishes?	What traits were shown by Nanay Liliy base on what she did? S around Write pupils' answer around the circle web Refer LM p.244	When you feel at home and feel hungry, where will you go?			
C. Presenting examples/ instances of the new lesson	Showing pictures of local cuisine. Ask if they liked these native foods.	Present the chart to the class Refer TG. P.278	Present the story on LM p.242	What help you guess Nanay liliy's traits? Are your guesses based on information from the story? What information in the story gives you the clue?	Show these illustration to the pupils 			
D. Discussing new concepts and practicing new skills #1	Ask: What are the different special occasions you celebrated at home?	In what statement does a reaction start? What other details are found in the reaction?	Answer the questions LM p. 242	Discuss about inference	What does the label in the illustration tell you?			
E. Discussing new concepts and practicing new skills #2	Group the class into 4 . Let each group discuss with each other the things they do/prepare before/during and after that particular occasion.	Giving /writing reaction is your emotional response or intellectual to an issue/event. You base it on your personal thoughts, experience and feelings	Let the pupils read the sentences from the story "Nanay Liliy's Birthday" Refer LM page 243	Refer to LM p.245-246	Say: labels in an illustration tell important information, so it is essential to look into its details to get the right information.			
F. Developing mastery (Leads to Formative Assessment 3)	Each group will have a volunteer to report their answers in front. Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	Group Activity: Divide the class into 4 groups Have the pupils react on the issue/news using the following format: <table border="1"><tr><td>Issue/Event</td><td>Reaction</td><td>Basis of your Reaction</td></tr></table> Let each group write their answers on a piece of Manila Paper	Issue/Event	Reaction	Basis of your Reaction	Have the pupils underline the verbs used in the sentences.	Independent Practice: Have the class form dyads Show situation on the board. Have the partners talk about the text. Each pupil volunteers to tell what they infer in the text.	Show another illustration and ask question about it.
Issue/Event	Reaction	Basis of your Reaction						
G. Finding practical applications of concepts and skills in daily living	How is cooperation shown in your discussion?	Did all the members share their ideas?	What form of verb is used in each sentence	What things should we consider in making inferences?	Why is it interpreting the labels does the label in the illustration is important?			
H. Making generalizations and abstractions about the lesson	What did you learn today?	How do we write reactions?	What help us determine the tense of	What did you learn today?	What does the label in the illustration mean?			

			verb to be used in sentences?		
I. Evaluating learning	Let each group go in front and talk about they had discussed with their group in complete sentence.	Write your reactions about the issue/event. Many people watched the Palaro 2016. When all the spectators left, you saw the place full of trash.	Do Activity 1 on LM p.243	Give your inference to the following Answer LM p. 246, Activity 4	Answer Activity 7, on LM p. 250
J. Additional activities for application or remediation	Describe your fiesta celebration.	Give your reaction on this issue. Native dishes can be best promoted during the fiesta celebration.	Use the following verbs in sentences in present and past form 1. Wash 2. Walk	Answer LM p. 247 Activity 5	Answer Activity 1 on LM p. 255
K. REMARKS					
L. REFLECTION					
A. No. of learners who earned 80% in the evaluation					
B. No. of learners who require additional activities for remediation who scored below 75%					
C. 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?					