
 GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	III
	Teacher:		Learning Area:	ENGLISH
	Teaching Dates and Time:	NOVEMBER 21-25, 2022 (WEEK 3)	Quarter:	2ND QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I.OBJECTIVES					
A.Content Standards	Beginning Literacy				
B.Performance Standards	Reading Comprehensions / Writing Composition/ Fluency/	Reading Comprehensions / Writing Composition/ Fluency/	Reading Comprehensions / Writing Composition/ Fluency/	Reading Comprehensions / Writing Composition/ Fluency/	
C.Learning Competencies/Objectives	Read words with initial and final consonant blends	Read words with initial and final consonant blends			
Write the LC Code for each					
II.CONTENT	Words with Initial Consonant Blends	Words with Initial Consonant Blends		Words with Final Consonant Blends	Words with Final Consonant Blends
III.LEARNING RESOURCES					
A.References					
1.Teacher’s Guides/Pages					
2.Learner’s Materials Pages					
3.Textbook Pages					
4.Additional Materials from Learning Resources (LR) portal					
B.Other Learning Resources					
IV.PROCEDURES					
A.Reviewing previous lesson or presenting the new lesson					
	WHAT’S IN Directions: Look at each picture then answer the following questions. 1. Name the picture. Which beginning blend does the word have? <div>  </div> <div>a. cl b. tr c. sp</div>	WHAT’S MORE Directions: Read each set of sentences. Identify the sentence that has a word or words with initial consonant blend. Write the letter of your answer on your paper.	WHAT I CAN DO Directions: Choose and write the correct blended word for each sentence. 1. I wash my face and _____ my teeth to keep myself clean. a. bath b. wipe c. brush	What’s New Directions: Name each picture. Supply the missing final blend. Read the blended words you formed.	What I Can Do Directions: Write the missing final consonant blends, then read the blended word you formed. Use the word to complete the sentence.

You have just read words with beginning consonant blends in a rhyme. Blended letters of two are said together to produce sound. You don't separate these letters when you divide words into syllables.

Let's read them:
// Blend

bl as in blue	cl as in clap	fl as in flag
gl as in glad	pl as in plan	sl as in slow

/r/ Blend

Br as in brown	cr as in crab	dr as in drum
fr as in frame	gr as in grass	pr as in pretty
tr as in tray		

/s/ Blend

sc as in scarf	sk as in skip	sl as in slim
sm as in smile	sn as in snap	sp as in spot
st as in stop	sw as in swim	

Directions: Read and answer the following questions carefully.

1. Which is a set of words with initial consonant blends?
a. bread, class, snail
b. draw, watch, play
c. flower, cake, birthday

2. Which phrase tells about the picture on the right?
a. a pair of clean slippers
b. water in the glass
c. a dry leaf

3. Which sentence has a word with initial consonant blend?
a. I can't sing.
b. Tell me how it works.
c. I would like to draw.

4-5. Read this rhyme.
How many words with initial consonant blends are in the rhyme?

Sweep the floor, dust no more.
Close the door, and stay indoor.

a. 2 b. 3 c. 4

Direction: Read the story below.

Uptown and Downtown School Kids
Jena Mae B. Gayle

Paula and Luisa are cousins. They are both nine years old. Paula is good in paper cutting while Luisa is good in playing interactive games.

In Paula's hometown, her mother trains her to be independent and creative. She has blue, green and pink paper dresses for her paper dolls. During school days, she prepares her packed lunch herself. She walks in going to her school. At lunch, she eats by herself.

Meanwhile, Luisa's nanny takes care of her. All she does is playing games using her tablet and laptop. During school days, her father takes her to school. Her nanny prepares and assists her during lunch.

When Paula and Luisa meet, they are happy together. Paula teaches Luisa how to make toys made of paper. While Luisa teaches Paula in playing games using the tablet.

Question:

What initial consonant blended words are used in the story?
List only 5 words.

1.	
2.	
3.	
4.	
5.	

Blending is the skill that helps you read simple sight words and words that are not familiar to you. It involves pushing together the sounds of the letters in order to create the whole word.

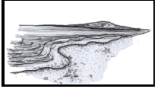
Try to read the word 'sand'. You slowly say the sound of each letter (s-a-n-d) and say the sounds quickly together to read the word 'sand'. This word has two consonants at the end (-nd). When the word 'sand' is pronounced, you can clearly hear the sounds of both of these letters, making it a consonant blend.

s

a

n


d



Say it again... (s-a-n-d) sand
Let's clap it this time... s - a - n - d
1 - 2 - 3 - 4 (4 claps) I love to make sand castles at the beach.
Sand means _____.

Now, try to produce the sounds of each letter of the following words. Then read the words.
e + n + d = end (3 claps)
a + n + t = ant (3 claps) s
+ o + t + i = soft (4 claps)


These words have final consonant blends in which two consonant letters are joined together at the end of the words.



What's More

Activity A
Directions: Read and identify the final consonant blend in each of the following words. Write 1, 2, or 3, inside the

-nd (1)	-nt (2)	-ft (3)
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Directions: Search for words with final consonant blends. Write the blended words on the shape. Then fill in the blank with the correct word with consonant blend to complete each sentence.

l	e	l	b	a	g	i	f	t
p	y	w	e	n	t	e	i	a
t	o	b	l	c	h	a	n	d
t	e	s	t	r	t	t	d	i




































1. My mother _____ to Mati last week.

2. I study so that I will have high score in the _____.

3. Every birthday of mine, my grandmother gives me a _____.

4. I love to trace my _____ on sheet of paper.

5. My pant is too loose, I need to use a _____.

			<div><div><div></div><div></div><div></div></div><div><div></div><div></div></div><div><div></div><div></div></div></div> <div><p>1. The children help their mother. They_____ their own clothes.</p><p>2. Every afternoon, the girls _____ their books and read.</p><p>3. After reading, they paint and _____ them on the walls.</p><p>4. In their leisure, the girls _____ on a rope.</p><p>5. Rico and Roy _____ at the flying kite.</p></div>	<table><tr><td>1.</td><td> gift</td><td></td></tr><tr><td>2.</td><td> paint</td><td></td></tr><tr><td>3.</td><td> print</td><td></td></tr><tr><td>4.</td><td> land</td><td></td></tr><tr><td>5.</td><td> left</td><td></td></tr></table> <p>Activity 3</p> <p>Directions: Act out what you see in each picture. Spell each action word and read. Use an action word in each sentence below.</p> <p>WHAT I HAVE LEARNED</p> <p>Directions: Read the questions carefully and answer them.</p> <p>1. Which set of words has beginning consonant blends? a. ask, melt, told b. frog, snake, spider</p> <p>2. Which set of words has final consonant blends? a. clean, green, place b. salt, cent, bend</p> <p>3. Choose the set of words that rhyme. a. fold, told, hold b. stand, spend, friend</p> <p>4. What does the picture show? a. The ice melts. b. The dice blends.</p>	1.	 gift		2.	 paint		3.	 print		4.	 land		5.	 left	
1.	 gift																		
2.	 paint																		
3.	 print																		
4.	 land																		
5.	 left																		

				<p>5. Read the words with final consonant blends. Use one word to complete the sentence below.</p> <div><div>hands</div><div>plants</div><div>tents</div></div> <p>I love to see green _____ around our house.</p>	
V.REMARKS					
VI.REFLECTION					
A.No. of learners who earned 80% of the formative assessment	___ of Learners who earned 80% above	___ of Learners who earned 80% above	___ of Learners who earned 80% above	___ of Learners who earned 80% above	___ of Learners who earned 80% above
B.No. of learners who require additional activities to remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation
C.Did the remedial lessons work?No. of learners who have caught up with the lesson	___ Yes ___ No ___ of Learners who caught up the lesson	___ Yes ___ No ___ of Learners who caught up the lesson	___ Yes ___ No ___ of Learners who caught up the lesson	___ Yes ___ No ___ of Learners who caught up the lesson	___ Yes ___ No ___ of Learners who caught up the lesson
D.No. of ledarners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation
E.Which of my taching strategies worked well?Ehy did these work?	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Power Point Presentation ___ Answering preliminary activities/exercises ___ Discussion ___ Case Method ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Power Point Presentation ___ Answering preliminary activities/exercises ___ Discussion ___ Case Method ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Power Point Presentation ___ Answering preliminary activities/exercises ___ Discussion ___ Case Method ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Power Point Presentation ___ Answering preliminary activities/exercises ___ Discussion ___ Case Method ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Power Point Presentation ___ Answering preliminary activities/exercises ___ Discussion ___ Case Method ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method

	<i>Why?</i> <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's Cooperation in doing their tasks	<i>Why?</i> <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's Cooperation in doing their tasks	<i>Why?</i> <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's Cooperation in doing their tasks	<i>Why?</i> <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's Cooperation in doing their tasks	<i>Why?</i> <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's Cooperation in doing their tasks
F.What difficulties did I encounter which my principal or supervisor can help me solve?	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works <input type="checkbox"/> Reading Readiness <input type="checkbox"/> Lack of Interest of pupils	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works <input type="checkbox"/> Reading Readiness <input type="checkbox"/> Lack of Interest of pupils	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works <input type="checkbox"/> Reading Readiness <input type="checkbox"/> Lack of Interest of pupils	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works <input type="checkbox"/> Reading Readiness <input type="checkbox"/> Lack of Interest of pupils	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works <input type="checkbox"/> Reading Readiness <input type="checkbox"/> Lack of Interest of pupils
G.What innovation or localized material did I use/discover which I wish to sharewith other teachers?	<i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making use big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition <input type="checkbox"/> Fashcards <input type="checkbox"/> 4 F's	<i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making use big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition <input type="checkbox"/> Fashcards <input type="checkbox"/> 4 F's	<i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making use big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition <input type="checkbox"/> Fashcards <input type="checkbox"/> 4 F's	<i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making use big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition <input type="checkbox"/> Fashcards <input type="checkbox"/> 4 F's	<i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making use big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition <input type="checkbox"/> Fashcards <input type="checkbox"/> 4 F's