



GRADES 1 to 12
DAILY LESSON LOG

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|--------------------------|---------------------------------|----------------|-------------------------------|
| School: | | Grade Level: | III |
| Teacher: | | Learning Area: | MTB |
| Teaching Dates and Time: | MAY 1 – 5, 2023 (WEEK 1) | Quarter: | 4TH QUARTER |

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
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| I OBJECTIVES | | | | | |
| <i>Content Standard</i> | | | | | |
| <i>Performance Standard</i> | Oral Language | Grammar Awareness | Attitudes Towards Reading | LC / RC | Study Skills |
| <i>Learning Competency</i> | Relates one's own experiences and ideas related to the topics using a variety of words with proper phrasing and intonation Use words unlocked during story reading in meaningful contexts. MT3OL – Iva -10.1 / MT3VCD – Iva -b -1.4 | Identifies and use adjectives appropriate for the grade level MT3G – Iva - | Expresses interest in texts by reading available print materials. MT3A – Iva – 5.3 | Notes important details in grade level informational texts. Write a three – to –five- sentence procedural paragraph using signal words such as first, next, then ,and last. MT3LC –RC – 1.2.1 / MT3C – Iva – i-2.7 | Make a two-level outline for a report. MT3SS – Iva – c- 13.1 |
| II CONTENT | Our Community Resources | Identifying and using adjectives appropriate for the grade level | Epressing interest in texts by reading available print materials. | Noting Important Details Using Signal Words | Make a two-level outline for a report. |
| III. LEARNING RESOURCES | | | | | |
| A. References | | | | | |
| <i>1. Teacher's Guide Pages</i> | CG p.144 of 149 | | | | |
| <i>2. Learner's Materials pages</i> | | | | | |
| <i>3. Text book pages</i> | | | | | |
| <i>4. Additional Materials from Learning Resources</i> | | | | | |
| B. Other Learning Resources | | | | | |
| IV. PROCEDURES | | | | | |
| <i>A. Reviewing previous lesson or presenting the new lesson</i> | Pre-Assessment Put as many words as you can in the following chart that you can associate with water. | Context clues about water. | Spelling | Spelling Checking of Assignment | |
| <i>B. Establishing a purpose for the lesson</i> | Show pcitures of clean and dirty water. - What do you see in the pictures? | Show some salt to the class. ' Why do you think the sea is salty? | Why does pineapple have plenty of eyes? | | Spelling |
| <i>C. Presenting Examples/instances of new lesson</i> | 1. Let the pupils say something about the following pictures.Let them describe what they see. 2. Read the ff. dialogue while the pupils listen. | Read the folktale " Why the Sea is Salty". | Reading " The First Pineapple". | Read the ff.events from the story: (TG Based). | Showing the outline of the story" Why the Sea is Salty". |

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| <i>D. Discussing new concepts and practicing new skills #1</i> | - Who forgot to turn off the water? - What water resources were mentioned in the dialogue? | How did the water taste before? Where did people get salt? How did the giant help them? | Where did the story happen? What attitude did Pina have that her parents disliked? | Are the events arranged according to how they happened in the story? How are we going to arrange these events? | - What is the topic or main idea of Roman Numeral I? - How many details are given under Roman Numeral I? |
| <i>E. Discussing new concepts and practicing new skills #2</i> | Is water important? Why? | | | | |
| <i>F. Developing mastery (Leads to Formative Assessment)</i> | | Let the pupils describe the giant., sea, ants. | Why must we obey our parents? | | |
| <i>G. Finding Practical applications of concepts and skills</i> | Act –out by pairs. | Let pupils do the illustration in LM. | Act –out the folktale. | LM Activity 9. | LM, Activity 11. |
| <i>H. Making generalizations and abstractions about the lesson</i> | What lesson did you learn today? | What are adjectives? | How do you show interest to the materials printed that you have read today? | What are the commonly used signal words in arranging an events? | What is the outline? |
| <i>I. Evaluating Learning</i> | Think – Pair – Share - What ways would you do to help conserve water? | LM, Activity 4. | Do LM Activities 5 and 6. | LM, Activity 10. | LM, Activity 7. |
| <i>J. Additional activities for application or remediation</i> | List five importance of water in our community. | What is your favorite toy? Tell what kind of toy it is. Describe its color and size. Tell also why it is your favorite toy. Write it in your paper. | Cut a story same as the story you heard and read earlier. | Write a paragraph that tells about how you prepare before school. Use signal words to tell the order of the events. | No Assignment Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more |
| 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> | ___ 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 |
| <i>D. No. of learners who continue to require remediation</i> | ___ 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 |
| <i>E. Which of my teaching strategies worked well? Why did these work?</i> | <i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary activities/exercises ___ Carousel | <i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary activities/exercises ___ Carousel | <i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary activities/exercises ___ Carousel | <i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary activities/exercises ___ Carousel | <i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary activities/exercises ___ Carousel |

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| <i>F. What difficulties did I encounter which my principal or supervisor can help me solve?</i> | <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 <i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials local poetical composition | <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 <i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials local poetical composition | <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 <i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials local poetical composition | <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 <i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials local poetical composition | <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 <i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials local poetical composition |
| <i>G. What innovation or localized materials did I use/discover which I wish to share with other teachers?</i> | <i>The lesson have successfully delivered due to:</i> <input type="checkbox"/> pupils' eagerness to learn <input type="checkbox"/> complete/varied IMs <input type="checkbox"/> uncomplicated lesson <input type="checkbox"/> worksheets <input type="checkbox"/> varied activity sheets <i>Strategies used that work well:</i> <input type="checkbox"/> Group collaboration <input type="checkbox"/> Games <input type="checkbox"/> Solving Puzzles/Jigsaw <input type="checkbox"/> Answering preliminary activities/exercises | <i>The lesson have successfully delivered due to:</i> <input type="checkbox"/> pupils' eagerness to learn <input type="checkbox"/> complete/varied IMs <input type="checkbox"/> uncomplicated lesson <input type="checkbox"/> worksheets <input type="checkbox"/> varied activity sheets <i>Strategies used that work well:</i> <input type="checkbox"/> Group collaboration <input type="checkbox"/> Games <input type="checkbox"/> Solving Puzzles/Jigsaw <input type="checkbox"/> Answering preliminary activities/exercises | <i>The lesson have successfully delivered due to:</i> <input type="checkbox"/> pupils' eagerness to learn <input type="checkbox"/> complete/varied IMs <input type="checkbox"/> uncomplicated lesson <input type="checkbox"/> worksheets <input type="checkbox"/> varied activity sheets <i>Strategies used that work well:</i> <input type="checkbox"/> Group collaboration <input type="checkbox"/> Games <input type="checkbox"/> Solving Puzzles/Jigsaw <input type="checkbox"/> Answering preliminary activities/exercises | <i>The lesson have successfully delivered due to:</i> <input type="checkbox"/> pupils' eagerness to learn <input type="checkbox"/> complete/varied IMs <input type="checkbox"/> uncomplicated lesson <input type="checkbox"/> worksheets <input type="checkbox"/> varied activity sheets <i>Strategies used that work well:</i> <input type="checkbox"/> Group collaboration <input type="checkbox"/> Games <input type="checkbox"/> Solving Puzzles/Jigsaw <input type="checkbox"/> Answering preliminary activities/exercises | <i>The lesson have successfully delivered due to:</i> <input type="checkbox"/> pupils' eagerness to learn <input type="checkbox"/> complete/varied IMs <input type="checkbox"/> uncomplicated lesson <input type="checkbox"/> worksheets <input type="checkbox"/> varied activity sheets <i>Strategies used that work well:</i> <input type="checkbox"/> Group collaboration <input type="checkbox"/> Games <input type="checkbox"/> Solving Puzzles/Jigsaw <input type="checkbox"/> Answering preliminary activities/exercises |

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