



GRADE 1 to
DAILY LESSON
PLAN

School
Teacher
Subject

ABUYOD ELEMENTARY SCHOOL
MARY ANN S. NOVELO
ENGLISH

Grade Level
Quarter
Date

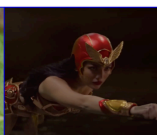
THREE
3
FEB. 10, 2023

LAYUNIN (OBJECTIVE)										
A. CONTENT STANDARDS (Grade Level Standards)	The learner listens critically to get information from text heard, demonstrates independence in using the basic language structure in oral and written communication, and reads with comprehension.									
B. PERFORMANCE STANDARDS										
C. LEARNING COMPETENCIES MELC	At the end of the lesson, you are expected to learn: 1. homonyms EN3V-IIIe-f13.6 a. recognize homonyms; b. increase vocabulary through homonyms; 2. give the correct meaning of homonyms EN1V-Iva-b-13.6 ; and 3. use homonyms correctly EN1V-IVf-g-13.6 .									
II. CONTENT	Homonyms									
III. LEARNING RESOURCES										
A. References										
1. Teacher's Guide pages										
2. Learner's Materials pages	English 3, Quarter 3, Module 1 (ADM-DepEd Bataan) English 3, Quarter 3, pages 7-9 (PIVOT)									
3. Textbook pages										
4. Additional Materials from Learning Resource (LR)portal										
B. Other Learning Resource	1. PowerPoint presentation 2. www.google.com 3. www.YouTube.com 4. https://reslater.blogspot.com/ 5. https://www.easyteacherworksheets.com/									
	Routinary Activities: 1. Prayer 2. Song 3. Setting the standards/rules									
A. REVIEWING PREVIOUS LESSON/ PRESENTING THE NEW LESSON	<p>Review Directions: Tell if the set of words are synonyms or antonyms. 1. good / fine 2. alive / dead 3. easy / simple 4. asleep / awake 5. big / large</p> <p>(Word Puzzle) Directions: Arrange the letters to form a word.</p> <div style="text-align: center;"> <table border="1"> <tr> <td>N</td> <td>S</td> <td>O</td> </tr> <tr> <td>H</td> <td>ENGLISH</td> <td>M</td> </tr> <tr> <td>M</td> <td>O</td> <td>Y</td> </tr> </table> </div> <p>Our mystery word is HOMONYMS. In today's lesson, we will learn some words that have the same sound or sometimes spelling but don't have the same meanings. Are you curious what these words are? Are you ready Grade 3? I'm so excited to see you learn these words.</p> <p>Unlocking of Difficulties: 1. homo -- comes from the Greek word "homos" means <i>one</i> and <i>the same</i> 2. nym – derives from the Greek word for <i>name or word</i></p>	N	S	O	H	ENGLISH	M	M	O	Y
N	S	O								
H	ENGLISH	M								
M	O	Y								

B. ESTABLISHING A PURPOSE FOR THE LESSON

Let's Play (Two Pics One Word)

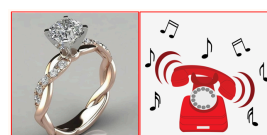
Direction: Give a single name that fits the two. You have 5 seconds to name each picture.



F L Y



S C A L E



R I N G



B A T



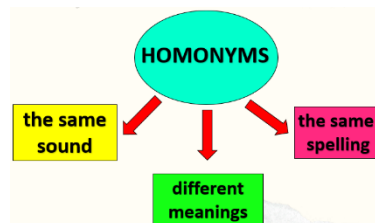
C H E S T



W A V E

These words are examples of homonyms.

Homonyms- are words that have the same sound and/or spelling but they have different meanings.



C. PRESENTING EXAMPLES/INSTANCES OF THE NEW LESSON

Now, let's have some more examples of homonyms with same sound and spelling but do not have the same meanings.

Bring Me If You Know Me

Directions: Identify the word being described and bring the item to the host (teacher). The first pupil to bring the correct item wins.

watch – (noun) a small timepiece worn typically on a strap on one's wrist.

**My mother bought me a new watch.*

(verb) look at or observe

ruler – (noun) a measuring device **Our Art teacher asked us to bring ruler.*

(noun) a person who rules / a leader

pen – (noun) an object used for writing **My pen just ran out of ink.*

(noun) a small enclosure for animals

rock - (noun) a stone **Teresa, Rizal is known for its marble rock resources.*

(noun) genre of music

(verb) to shock, surprise or frighten someone

nail – (noun) a thin pointed piece of metal with a flat top

**He hammered the nail into the branch.*

(noun) part of a finger **Always keep your finger nails clean*

Let us Sing!!!

Let the pupils sing all together the *Homonyms Song*.

D. DISCUSSING NEW CONCEPT AND PRACTICING NEW SKILLS #1

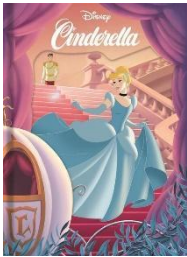





Let's get to know more examples of homonyms to increase your vocabulary.

Learners are grouped into four.

Activity 1 – Group 1 Using Homonyms Correctly

Directions: Complete the table by writing the meaning and using the homonyms in your own sentence.

Homonyms	Illustration	Meaning	Sentence
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	1. tale			
	tail			
	2. flu			
	flew			
	3. letter			
	letter			

E. DISCUSSING NEW CONCEPT AND PRACTICING NEW SKILLS #2)

Activity 2 – Group 2 *Forming Homonyms Mathematically*

Directions: Add/subtract letters to form the homonym of the first word. Write the homonym that fits each sentence. An example has been done for you.

Example: sea - a = se + e = see

I can see many aquatic animals in the intertidal zones and estuaries.

1. knight - k =

There are stars during _____ time.

2. won - w = _____ + e =

Give me _____ of your toys.

3. hear - ar = _____ + re =

Put your bag in _____.

4. knew - k =


Mother bought me a _____ costume for Amara Festival.

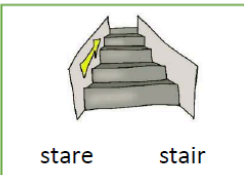
F. DEVELOPING MASTERY (LEADS TO FORMATIVE ASSESSMENT)

Activity 3 – Group 3 *Identifying Homonyms Easily*

Directions: Box the word that refers to each illustration.

1. 
way weigh

3. 
would wood

2. 
stare stair

4. 
knot not

G. FINDING PRACTICAL APPLICATION

Directions: Complete the poem by writing the appropriate homonyms in the blank. Choose your answer from the box.

**OF CONCEPTS AND SKILLS
IN DAILY LIVING**

Maria's Cat

Maria had a _____ cat
Who _____ inside her hat.
Maria had _____ other cats.
Who often _____ lots of rats.
The cats _____ a big mess one day.
And then the _____ began to say,
"You have _____ many cats!!!
_____ on your head
And seven under your bed!"
Now Maria knows all this
So she tapped her nose and said
"Hey Miss!
My _____ maid, everything you say is true!
So I'll trade my nine cats for nine
_____ that's what I'll do!"

blue	blew
eight	ate
made	maid
too	two
dear	deer

Questions:

1. Who had a blue cat?
2. Describe the cats of Maria?
3. Why did Maria want to trade her nine cats?
4. If you were Maria, would you also trade all your nine cats? Why or Why not?

**H. MAKING
GENERALIZATIONS AND
ABSTRACTIONS ABOUT
THE LESSON**

Remember:

Homonyms are words that have the same sound and/or spelling but they do not have the same meanings.

I. EVALUATING LEARNING

A. Directions: Choose the word that refers to each illustration.



1. A. waist B. waste



2. A. knight B. night

B. Directions: Read and understand carefully the sentences. Select the correct word found inside the parenthesis that fits the sentence. (3-4)

What a (fine, find) day it is! I heard from my teacher that my sister won the grand (price, prize) in the school contest for Best Parol 2023.

C. Directions: Give the homonym based on the given meanings.

5. _____ -- very smart or intelligent
 _____ -- filled with light

**J. ADDITIONAL ACTIVITIES
FOR APPLICATION OR
REMEDATION (EXTEND)**

1. Complete the Reflection Log below.

<p><i>Reflection Log</i></p> <p>I have learned _____</p> <p>I understand _____</p>
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	2. Write a short essay on your journal about your mid-year break. Use homonyms in your sentences.
V. REMARKS	

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