



**GRADES 1 to 12**  
**DAILY LESSON LOG**

**School:**

**Teacher:**

**Teaching Dates and**

**Time: WEEK 1**

**Grade Level: III**

**Learning Area: ENGLISH**

**Quarter: 4<sup>TH</sup> Quarter**

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>I OBJECTIVES</b>					
<i>Content Standard</i>	Developing Reading and Writing				
<i>Performance Standard</i>	Listening Comprehensionj	Reading Comprehension	Vocabulary Development	Study Skills	
<i>Learning Competency</i>	Activate prior knowledge on new knowledge formed. EN3LC –Iva –j-1.1	Read words with vowel digraphs ai (pail ) ay ( bay) EN3PW – Iva –e -22	Give the correct meaning of homonyms ( pale-pail ) EN3V- Iva –b-13.6	Follow simple written directions EN3SS – Iva -1.3	Weekly Test
<b>II CONTENT</b>	Literature ; Glimpse of a Polluted Future”.	Vowel Digraphs Ai and ay	Homonyms	Following Simple Written Directions	
<b>III. LEARNING RESOURCES</b>					
<b>A. References</b>					
1. Teacher’s Guide Pages	CG p.47 of 170				
2. Learner’s Materials pages					
3. Text book pages					
4. Additional Materials from Learning Resources					
<b>B. Other Learning Resources</b>					
<b>IV. PROCEDURES</b>					
<i>A. Reviewing previous lesson or presenting the new lesson</i>					
<i>B. Establishing a purpose for the lesson</i>	(stream, rewind, glimpse, disappear, alarming) Post the picture of a stream. Ask: <i>What do you see in the picture?</i> Say: <i>This is a stream. Describe how a stream looks like.</i>	Show the pictures with vowel digraphs ai and ay.	Mix and match pictures.	Homonyms	
<i>C. Presenting Examples/instances of new lesson</i>	Read the poem “ Glimpse of a Polluted Future”.			Put under the chair of the pupils a directions to be followed.	
<i>D. Discussing new concepts and practicing new skills #1</i>	What used to be found in the sky? What used to be found swimming in the streams?	What are common in these words or pictures?	- How do we differentiate each words?	- What are these words? - is it hard or easy to do?	

	<p>What used to be found around the lake?</p> <p>What happened to all the animals that you named?</p> <p>Where are they now?</p> <p>Why have they disappeared?</p> <p>What happened to their homes?</p> <p>Who do you think had caused the destruction of their houses?</p> <p>What can you do to keep the animals' homes like waters and trees safe?</p>				
<i>E. Discussing new concepts and practicing new skills #2</i>					
<i>F. Developing mastery (Leads to Formative Assessment)</i>				- Is it important to follow simple directions?	
<i>G. Finding Practical applications of concepts and skills</i>	LM Activity 274.	Group Activity	Give them activity cards regarding homonyms.	Group Working	
<i>H. Making generalizations and abstractions about the lesson</i>	What did you learned today?	What vowel digraphs do we learned today?	What are homonyms?	- What are you going to do the directions?	
<i>I. Evaluating Learning</i>	Draw your favorite part of the poem.	Name the pictures.( Teachers' discretion )	( Teachers ' discretion ).	Do the following. 1. Draw your favorite thing. Inside it write number 1.	
<i>J. Additional activities for application or remediation</i>	Write at least three sentences how we control pollution in our surroundings.	Cut pictures with ai and ay vowel words.	Use the ff. homonyms in sentences. 1. meet-meat 2. see-sea 3. right-write		
<b>V. REMARKS</b>					
<b>VI. REFLECTION</b>					
<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 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>					

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