

 GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	III
	Teacher:		Learning Area:	ENGLISH
	Teaching Dates and Time:	MARCH 20-24, 2023 (WEEK 6)	Quarter:	3RD QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES					
A. Content Standard	Oral Languages in English/ Comprehension Strategies	Decoding/ Fluency/ Phonological Skills /Comprehension Strategies	Fluency/ Phonological Skills	Writing/ Comprehension Strategies/ Phonological Skills	
B. Performance Standard					
C. Learning Competency/ Objectives Write the LC code for each.	Express opinions and feelings about other’s ideas EN3OL-IIIe1.16.4 Make inferences and draw conclusions based from texts EN3RCIIIe-f-2.11	Infer feelings and traits of characters EN3LC-IIIa-j-2.8	-Read words/ phrases, sentences and stories containing words with diagraph /ee/ as in sheep. -Use the degrees of adjectives in main comparison. EN3G-IIIfg-5 Adjectives EN3F-IIIef-1.8 Read with automaticity 100 2nd and 3rd grade high frequency/sight words	-Read words/ phrases, sentences and stories containing words with diagraph /ee/ as in sheep. EN3F-IIIef-1.8 Read with automaticity 100 2nd and 3rd grade high frequency/sight words -Write complex sentence.	
I.	Literature: The Butterfly and The Caterpillar	Inferring	Degrees of Comparison of Adjectives	Complex Sentences	Summative Test
III. LEARNING RESOURCES					
A. References					
1. Teacher’s Guide pages	271-274	274-275	275-277	278-279	
2. Learner’s Materials pages	270-271	272-275	276-278		
3. Textbook pages					
4. Additional Materials from Learning Resource (LR)portal	Pictures from google Video clips from you tube				
B. Other Learning Resource/Materials	Laptop, pictures, book	Laptop	laptop	laptop	
II. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	What is comparison? How do we compare two things? Unlocking/ Vocabulary & Concept Development: -sipped -munched -exclaimed - continued -ashamed	What do you remember in our lesson yesterday?	What is an adjective? How do we infer?	What is an adjective? How do we infer?	

	Refer to LM Activity 237 page 270 to test their understanding of the words they learned.																			
B. Establishing a purpose for the lesson	Show a picture of a butterfly and a caterpillar. Refer to LM Activity 238, page 271. Say: What are in the picture? In what ways are the caterpillar and butterfly similar? different? Motive Question: Find out in the story their similarities and differences.	Skill Lesson: Words, Phrases & Sentences with Diagraph /ee/ Refer to LM Activity 240 p. 272-273	Skill Lesson: Words, Phrases and Sentences with Diagraph /ee/ Refer to LM Activity 244 page 276	Have you been in a park? What did you do there?																
C. Presenting examples/Instances of the new lesson	Read the story, “ The Butterfly and the Caterpillar” (Refer TG p.272-273) During Reading: Listen to the story as the teacher reads it. In between readings, ask the children to act out the following scenes: (Refer TG for the paragraph to be acted out)	Skill Lesson: Inferring Show the venn diagram of a butterfly and a caterpillar from yesterday’s discussion. Form four groups. Get lines from the previous story and write them on strips of paper. (See TG p.274)	Degrees of Comparison of Adjectives 1. Place 3 toy monkey, each one bigger than the other, in a bag. Let the class describe the monkeys and compare them according to size. Ask: What do we know about monkeys? How are they characterized in most stories that you read? Read a short story about monkeys. Listen well. (See TG p. 276)	Read the story “A Day at the Park” to students Read short story. Listen well and ask a few questions about it.(Refer TG p.278) Explain to the students that, many times, weak stories are full of very short, choppy sentences. One way writers can make these stories stronger is to combine short sentences into longer sentences.																
D. Discussing new concepts and practicing new skills # 1	1. Who are the characters in the story? 2. When did the story happen? 3. Why was the butterfly ashamed to be seen by the caterpillar? 4. How do you think the caterpillar felt when the butterfly told it not to come near it? 5. What was the response of the caterpillar? 6. Can the caterpillar be like a butterfly? Have the children describe the characters <table><tr><td></td><td>Butter fly</td><td>Caterpill ar</td></tr></table>		Butter fly	Caterpill ar	Ask each group to pick one. While holding the story part, let them answer the following question: 1. What do you think this character really mean by saying that? 2. Why did this character (act, think, talk) that way? 3. What does this character want to do ? 4. What do you think this character might to do? 5. What is the author really trying to say? Let each group present their answers. Take note of the	Lead the class in answering the following questions using the charts What are the adjectives used to compare three cats? <table><tr><td>Thre e cats</td><td>Whit e cat</td><td>Blac k cat</td><td>Strip ed cat</td></tr><tr><td>Thei r Size</td><td></td><td></td><td></td></tr><tr><td>Thei r voice</td><td></td><td></td><td></td></tr></table>	Thre e cats	Whit e cat	Blac k cat	Strip ed cat	Thei r Size				Thei r voice				Let us compare some group of words from the story. I went to the park. It is Saturday I went to the park because it is Saturday. We combined the two simple sentences. Now, we have I went to the park as the independent clause. It expresses a complete thought. Because it is Saturday is a dependent clause. It does not express complete thought. The marker because suggest that because it is Saturday is a dependent clause.	because. Say: A clause can be dependent because of the presence of a: • Marker Word (Before, after, because, since, in order to, although, though, whenever, wherever, whether, while, even though, even if) •Conjunction (And, or, nor, but, yet)
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E. Discussing new concepts and practicing new skills # 2	<p>From the comparison chart, children would be able to say the differences between caterpillar and a butterfly. Then find out their similarities through the part of the story (See TG p.273)</p>		<p>After the children give their answers, write on the orange box POSITIVE, on the green box COMPARATIVE and on the red box SUPERLATIVE . Then, ask the children what were added to form the comparative and superlative forms and how many were being compared. Say: <i>Comparing using adjectives has three degrees. These are the positive, comparative, and superlative degrees. We use adjectives in the positive degree if we are describing only one thing or person. We say <u>Ann is tall</u>. We use adjectives in the comparative degree if we are describing two objects or persons. We say <u>The monkey was more clever than the cats</u>. We use adjectives in the superlative degree if we are</i></p>	<p><i>Let us have the next group of words.</i></p> <p>We played basketball. We played for two hours. It is hot. The new sentence is: <i>We played basketball for two hours even if it’s hot.</i></p> <p><i>How did we do it? We combined the three sentences. Now, we have an independent clause “We played basketball for two hours” and dependent clause “even if it’s hot”. The marker “even if” tell us that even if it’s hot is a dependent clause.</i></p> <p><i>Let us have the next independent and dependent clauses.</i></p>																			

			<p><i>describing three or more things and person. We say <u>In fact, he was the most clever monkey in the world.</u></i></p> <p><i>For comparative degree of adjective, we add er at the end of some adjectives. We can also add more before some adjectives. In sentences using this degree of comparison, we use the word than.</i></p> <p><i>For superlative degree of adjective, we add est at the end of some adjectives. We can also add most before some adjectives. In sentences using this degree of comparison, we use the word of all.</i></p>	<p>Connie and Roy’s mom brought us lemonade and sandwiches. We ate them for lunch.</p> <p>The new sentence is: <i>Connie and Roy’s mom brought us lemonade that we ate for lunch.</i></p> <p>How did we do it? What words were omitted? What word did we use to combine the two sentences?</p>																
F. Developing mastery (leads to Formative Assessment 3)				<p>In small groups, have the class combine the set of dependent and independent clauses below.</p> <table><tr><th>Dependent Clause</th><th>Independent Clause</th><th>New Sentence</th></tr><tr><td>Because Roy bought his basketball ball,</td><td>We played basketball</td><td></td></tr><tr><td>After riding</td><td>We played volleyball</td><td></td></tr><tr><td>Although it is raining</td><td>It is fun to be with friends in the park</td><td></td></tr><tr><td>Before dinnertime</td><td>I should be home to meet my</td><td></td></tr></table>	Dependent Clause	Independent Clause	New Sentence	Because Roy bought his basketball ball,	We played basketball		After riding	We played volleyball		Although it is raining	It is fun to be with friends in the park		Before dinnertime	I should be home to meet my		
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G. Finding practical application of concepts and skills in daily living								
H. Making generalizations and abstractions about the lesson	How does a butterfly formed? What are the characteristics of a caterpillar and a butterfly?	How do we infer? <i>There are steps on how it is done. First, read the sentence/s. Then, make a guess of “what else” the sentence/s tells</i>	What are the degrees of adjectives?	What is complex sentence? How do we form it?				
I. Evaluating learning	True or False. ___1. Caterpillar has wings. ___2. Eight days agp, caterpillar became butterfly. ___3. Each caterpillar is given a chance to become butterfly. ___4. The caterpillar munched on the leaf. ___5. Butterfly sipped nectar from the leaves.	Do LM Activity 242 page 274	Do LM Activity 247 page 278	Match the dependent clause in Column A with the independent clause in Column B. Combine them to form complex sentence COLUMN A COLUMN B 1. Because my a. he was still was coffee cold, too very unhappy. 2. Though he was b. I heated it in very rich the microwave. 3. after she c. customers buy noticed it was less clothing damaged .4. When the cost d. , she believed goes up, in fairy tales. 5. When she was e. She returned younger the computer,				
J. Additional activities for application or remediation	Using construction paper or colored paper, make a cut-outs butterfly. (See LM Activity 239	Do LM Activity 243 B page 275	Write 3 sentences using the comparative and superlative form of the adjectives below:					

	for procedures).Paste it in a short bond paper.		1. high 2. beautiful 3. powerful		
V. REMARKS					
VI. REFLECTION					
A. No. of learners who earned 80% in the evaluation	___ 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
B. No. of learners who require additional activities for remediation who scored below 80%	___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
C. Did the remedial lessons work? No. of learners who have caught up with the lesson	___ 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
D. No. of learners who continue to require remediation	<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> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	<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> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	<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> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	<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> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	<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> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks
E. Which of my teaching strategies worked well? Why did these work?	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology

	Equipment (AVR/LCD) __ Science/ Computer/ Internet Lab __ Additional Clerical works __ Reading Readiness Lack of Interest of pupils	Equipment (AVR/LCD) __ Science/ Computer/ Internet Lab __ Additional Clerical works __ Reading Readiness Lack of Interest of pupils	Equipment (AVR/LCD) __ Science/ Computer/ Internet Lab __ Additional Clerical works __ Reading Readiness Lack of Interest of pupils	Equipment (AVR/LCD) __ Science/ Computer/ Internet Lab __ Additional Clerical works __ Reading Readiness Lack of Interest of pupils	Equipment (AVR/LCD) __ Science/ Computer/ Internet Lab __ Additional Clerical works __ Reading Readiness Lack of Interest of pupils
F. What difficulties did I encounter which my principal or supervisor can help me solve?	<i>Planned Innovations:</i> __ Localized Videos __ Making use big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition __ Fashcards __ 4 F's	<i>Planned Innovations:</i> __ Localized Videos __ Making use big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition __ Fashcards __ 4 F's	<i>Planned Innovations:</i> __ Localized Videos __ Making use big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition __ Fashcards __ 4 F's	<i>Planned Innovations:</i> __ Localized Videos __ Making use big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition __ Fashcards __ 4 F's	<i>Planned Innovations:</i> __ Localized Videos __ Making use big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition __ Fashcards __ 4 F's
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?	__ 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