

 GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	III
	Teacher:	File Created by Sir LIONELL G. DE SAGUN	Learning Area:	ENGLISH
	Teaching Dates and Time:	SEPTEMBER 5 – 9, 2022 (WEEK 3)	Quarter:	1ST QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I OBJECTIVES					
<i>A. Content Standard</i>	Continuation of Beginning Literacy and Weekly Articulation				
<i>B. Performance Standard</i>	Oral Language	Grammar	Vocabulary Development	Reading Comprehensions	
<i>C. Learning Competency/s:</i>	Share relevant information EN3OL-Ic -1.3	Use different kinds of sentences. EN3G – Ic -1	Show understanding of meaning of short u words through drawing,actions,and using them in sentences. EN1V- Ic-24	Describe literary of elements of text including characters, setting and plot. EN3RC – Ic –e- 2.1	Weekly Test
II CONTENT	Story : Stone Soup	Recognizing Telling and Asking Sentences	Short U Words	Literary Elements of Text	
III. LEARNING RESOURCES					
A. References					
<i>1. Teacher's Guide Pages</i>	CG p.37 of 174				
<i>2. Learner's Materials pages</i>					
<i>3. Text book pages</i>					
<i>4. Additional Materials from Learning Resources</i>	Laptop, pictures, copy of the story, chart	Laptop, pictures, copy of the story, chart	Charts, laptop,powerpoint.		
B. Other Learning Resources					
IV. PROCEDURES					
<i>A. Reviewing previous lesson or presenting the new lesson</i>			Reciting the vowels.Filling –up the vowels.	Recall titles of the stories listened to: “Belling the Cat” and the Crow and the Pitcher”, “Stone Soup”	
<i>B. Establishing a purpose for the lesson</i>	Unlocking of key words in the story using pictures, role play	Present examples of sentences taken from the stories “ The Stone Soup” and “ Belling the Cat”	What are vowels?	What makes stories interesting?	
<i>C. Presenting Examples/instances of new lesson</i>	Divide the class into groups with group names based on the word STONE and have each group play the Think, Ask and Up.	Show a slides or video to the class.	Present the slides or powerpoint about short u words.	Allow pupils to recall the characters and setting in the stories: The Crow and the Pitcher;” Belling the Cat” and “Stone Soup”	

	Let pupils fill up the first column of the Prediction Chart				
<i>D. Discussing new concepts and practicing new skills #1</i>	Read text using Chunking Method	- How do we know that sentences is asking and telling ? - What punctuation marks do we use to identify the difference of the two?	- What is the slides all about?	Have a discussion onto it.	
<i>E. Discussing new concepts and practicing new skills #2</i>					
<i>F. Developing mastery (Leads to Formative Assessment)</i>			Tracing the u		
<i>G. Finding Practical applications of concepts and skills</i>	Allow pupils to answer second column of the Prediction Chart Wrap-up discussion	Group the class into three.Give them activity sheets to perform.	Make a game for short u words.	Have pupils do the exercises A and B about story setting and character. Have pupils do the activity about story character and setting	
<i>H. Making generalizations and abstractions about the lesson</i>	What are relevant information?	- How do we recognize that a sentence is asking and telling?		What are literary elements of text? Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	
<i>I. Evaluating Learning</i>	LM Activities 23, 24, 25 pp. 33 Let pupils write 2 – 3 sentences commending the best trait of the traveller. Write 5 sentences about the story.	Copy these sentences putting in capital letters and choosing a full stop or a question mark. 1) butter is made from milk 2) how are you today 3) why were you late this morning 4) honey is made by bees 5) the school bus was late today	Provide an activity card to answer.	Castles in the Sand Trevor and his parents lived in Santa Barbara, California. Trevor loved the ocean and spent a lot of time at the beach. He was eleven the summer he and his parents moved to LaCrosse, Wisconsin. Trevor was sad to move so far away from the water. But then he learned that LaCrosse was on the Mississippi River. They even had a sandcastle contest at the beach. Trevor and his friends in Santa Barbara had built many sandcastles with walls, moats, and fancy towers. Trevor wanted to enter the contest in LaCrosse. But it was hard work to build a	

				good sandcastle, and he didn't have any friends in LaCrosse yet. His parents encouraged him to go. They thought he would meet new people at the contest. Trevor's body felt tense as he rode his bike across the bridge. Below him, the blue Mississippi wound into the distance. He could see kids dotting the shore. Trevor arrived at the beach. He pulled out a piece of paper and a pencil and drew a castle. He went out on a limb by showing his picture to two boys and a girl standing near the shelter. They invited him to join their group. They won second place in the contest. Better yet, Trevor met three kids from the school he would be attending in the fall 1. Characters 2. Setting 3. Plot	
<i>J. Additional activities for application or remediation</i>	Make a story that is alike in the story " Stone Soup".	Write three asking sentences and three telling sentences, you heard when you go to school.	Cut pictures with short u words.	Read story. Write the title.Then the characters, settings, and plot of the story.	
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>					
<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>					