

 GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	III
	Teacher:		Learning Area:	ENGLISH
	Teaching Dates and Time:	March 27-31, 2023 (WEEK 7)	Quarter:	3RD QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I OBJECTIVES					
<i>Content Standard</i>	Oral Language	Listening Comprehension /LC	Grammar	Phonics and Word Recognition	
<i>Performance Standard</i>	Have sufficient facility in English to understand spoken discourse.	Demonstrate critical understanding and information of epository text.	Communicate effectively ,in oral and written forms ,using correct grammatical structures of English.	Be able to use correctly sight words with recognition (long o).	
<i>Learning Competency</i>	Engage in discussions about specific topics. EN3OL – IIIf – 1.16.5	Determine whether the story is realistic or fantasy. EN3LC – IIIg –h-3.15	Use commonly used possessive pronouns. EN3G – IIIe –f-4.2.4	Long O Sound EN3PWR – IIIf -26	
II CONTENT	Lesson 25 Day 1 Literature: “Mateo’s Favorite Clothes	Realistic or Fantasy			
III. LEARNING RESOURCES					
A. References					
<i>1. Teacher’s Guide Pages</i>	CG p.44 of 170	CG p.44 of 170	CG p.44 of 170	CG p.44 of 170	Weekly Test
<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>					
<i>B. Establishing a purpose for the lesson</i>	Unlocking Vocabulary and Concept Development (favorite, fitting, evacuation center) <i>Do you have favorite clothes? What do you do with them?</i>	Brainstorm of the text shown.	Who are your friends in school? Why do you consider them your friends?	Make a poem consisting words with long o sounds.	
<i>C. Presenting Examples/instances of new lesson</i>	Mateo’s Favorite Clothes	Say: <i>Remember the story we had yesterday? I’ll show you the pictures of the characters and the setting of the story. Tell something about each one.</i>	Elena: Whose wallet is this? Susan: Let me see. I think it is Linda’s. Elena: Is it not yours? You have your picture inside. Susan: No, it isn’t mine. But I gave her one of my pictures.	Present a video or powerpoint that compose of long o sounds.	

		Make illustration of Mateo's mother	Elena: Oh, Yes! It is hers. It belongs to our special friend. Susan: Come, let us drop by her house and return this to her.		
<i>D. Discussing new concepts and practicing new skills #1</i>	Why did Mateo's mother get his old clothes from the cabinet? Did Mateo give his old clothes at once? Why? Why not If you were Mateo, would you also keep your favorite clothes? Why? Did Mateo change his mind? What did he do with his old clothes? Did Mateo make a quick and right decision about his favorite clothes? Do you have any experience similar to Mateo's? Share it with your classmates.	Where and when did the story of Mateo's Favorite Clothes happen? Write the answer on the chart. How about the story of Super RR? Do you think the top of the golden mountain is real? Can we find it in a real world?	- Who found the wallet? - Whose wallet was it? - Did the two friends return the wallet? - If you were Elena and Susan, would you also return the wallet? Why? Why not?	In what sounds does the pictures or objects recognize?	
<i>E. Discussing new concepts and practicing new skills #2</i>					
<i>F. Developing mastery (Leads to Formative Assessment)</i>			Let them study about possessive pronouns.		
<i>G. Finding Practical applications of concepts and skills</i>	Go back to the pupils' guesses on the tag boards. Ask them to check their responses.	Group Working	Group Activity.	Provide an activity by the pupils to answer.	
<i>H. Making generalizations and abstractions about the lesson</i>	What lesson did you learned today?	How do you know the text or story is realistic or fantasy?	Remember: <u>My, your, our, his, her, its, and there</u> are possessive pronouns. They always go with nouns after them. Examples: My wallet Our parents <u>Mine, ours, his, hers, and theirs</u> are possessive pronouns, too. They don't need nouns after them. Examples: That wallet is mine. Those newspapers are yours.	What sounds did you learned today?	

			3. <u>His</u> is a possessive pronoun which may or may not need a noun after it. Examples: These are his pictures. These are his. 4. These possessive pronouns are used to answer questions beginning with <u>whose</u>. They go with <u>This/That is, These/Those are</u>. Examples: Whose pencil is this? This is my pencil. This is mine.		
<i>I. Evaluating Learning</i>	Draw and wrte the events in the story.	Tell whether the following is realistic or fantasy. 1. Super Inday and the Magic Bibe 2. Woods in the forest sway in music. 3. Maala-ala Mo Kaya 4-5.etc.	Direction: Read the sentences. Copy the correct form of the words in parentheses. 1. Mang Pedring has many stores. One of (his, her) stores is near in our house. 2. He treats (his, her) customers fairly. 3. The customers like to buy from (his, her)store. 4. Do you know (our, ours) way to the store. 5. I buy (my, mine) things there.	(Teachers 'discretion) How he/she assess the learnings of the pupils.	
<i>J. Additional activities for application or remediation</i>	Draw your favorite part of the story.And explain why it is your favorite.	Cut at least 5 pictures of real and fantasy.	Research for another example of possessive pronouns.Make a sentence out of these pronouns.	Cut pictures with long o sounds.	
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>					