



GRADES 1 to 12
DAILY LESSON LOG

School:

Teacher:

Teaching Dates and Time:

WEEK 4

Grade Level:

III

Learning Area:

MTB

Quarter:

4TH QUARTER

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

I OBJECTIVES					
Content Standard					
Performance Standard	Oral Language	Listening Comprehesion	Grammar Awareness	Reading Comprehensions	Study Skills
Learning Competency	Talk about famous people,places, events ,etc, using expanding vocabulary in complete sentences / paragraphs. MT3OL –lvd – e-1.3	Infer important details from an informational text. MT3LC – lvd – 3.4	Uses correctly different degrees of comparison of adjectives. MT3G – lvc-d -1.6.1	Infer important details from a narrative. MT3RC – lvd -3.4	Identifies and discusses information from simple line and bar graphs. MT3SS – lvd- f – 12.4
II CONTENT	Conserving Energy and Other Resources	Fact or Opinion	Comparison of Adjectives	Making Inferences	Simple Lines and Bar Graphs
III. LEARNING RESOURCES					
A. References					
1. Teacher’s Guide Pages	CG p.145 of 149 , 361 -363	CG p.145 of 149 , 361 -363	CG p.145 of 149 , 361 -363	CG p.145 of 149 , 361 -363	CG p.145 of 149 , 361 -363
2. Learner’s Materials pages					
3. Text book pages					
4. Additional Materials from Learning Resources					
B. Other Learning Resources					
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	Unscramble the letters to form a word.Use the given clues. Tawre – a very important resource that man ,animals,and plants need in order to live Oodf Telrcieity ncevores	Spelling Lesson a. intelligent b. imaginative c. happiest d. wonderful e.meaningful f. hopeful	Fact or Opinion	Spelling on the descriptive words. Checking and discussion of assignment.	Spelling
B. Establishing a purpose for the lesson	Guessing Game ; “ Pinoy – Henyo”.	Listening to Music Tell pupils to listen to the instrumental music being played with their eyes closed. Let them pretend that they are sculptors creating their masterpieces.When the music stops,tell them to open	Post pictures of famous persons ,places and events to the class. Let them describe it.	Has there been any brownout in your place? Why are electricity and water very important resources?	Recall to the class the use of a bar graph.

		their eyes and share their imagined sculptures. Show pictures of the “ The Oblation” and “ The Cry of Balintawak”. “ Have you seen these monuments?Where are they found? “ What does “ The Oblation “ symbolize?			
C. Presenting Examples/instances of new lesson	Vocabulary Development Appliances Water faucet Liquefied petroleum gas solar	Listening to the story “ The Father of Philippine Arts”.	Show a video or powerpoint about comparisons of adjectives.	Reading the story “ Dark Light”.	Study the ff. graph that shows the monthly electric bills of three families. (TG –Based).
D. Discussing new concepts and practicing new skills #1	What do you call these words?	Who was the Filipino artists? What is the historical significance of each monument or statue he designed?	- What is the video all about? - How do we compare tihngs?	- Why was Teresa in a hurry? - What things were not take cared by Teresa? Why do you say so?	What do you see? What information is given by the illustration? - What does the vertical line with number shows? - What does the whole bar graph tell?
E. Discussing new concepts and practicing new skills #2		Is the story real or not real?Explain your answer?		What other things or resources do we have to conserve?Why must we do it?	
F. Developing mastery (Leads to Formative Assessment)	Show pictures of a famous persons ,places ,events to the class.let them tell what it is the pictures.	Read the following sentences: . The Cry of Balintawak is the most symbolic interpretation of the Supremo of the Katipunan . Guillermo Tolentino got the highest honor as an artisit.	Post a chart of comparison of adjectives.	A heap of clothes on her bed,scattered unused paper on the floor ,dripping water from the faucet,and the unclosed tube of toothpaste were the usual sights every morning. As she went into the kitchen , Teresa’s half-eaten breakfast was still on the table. - What kind of person is Teresa in the beginning of the story? Why do you say so? What helped you make that guess?	
G. Finding Practical applications of concepts and skills	Group Activity Give pictures who are known to them.Let them write sentences out of the pictures.	Give groups an activity sheets to infer the statement is fact or opinion.	LM , Activity 1.	Give your inferences on the ff.situations: 1. The table has books opened to pages with highlighted texts.The paper has some notes written on it.The study	Group the class into four. Let them choose three families from among their members.Using their electric bills, have each group

				lamp was on.What could the person be doing using the table? Why do you say so?	present the data through a bar graph.									
H. Making generalizations and abstractions about the lesson	What have you learn today?	What is a fact? What is an opinion?	What is adjectives? What are the degrees of adjectives?	How do we make an inferences?	- How are the data presented in a bar graph? - How could data be presented in a clearer, organized way? - What is a graph?									
I. Evaluating Learning	Using rubrics.	Tell whether each one is a fact or opinion. 1. Guillermo Tolentino was a Filipino sculptor. 2. Guillermo Tolentino was given the National Artist Award for making the Bonifacio Monument in Caloocan City. 3-5.etc.	LM , Activity 2.	Give an inference on the ff.situations: 1. Nerissa stood in front of the class.She read a story.Then , she told the children to write something on their paper.What do you think Nerissa is doing in front of the class?	TG Based									
J. Additional activities for application or remediation	Write a paragraph or sentences with your favorite persons ,places or events.	Write sentences of a fact or opinion about our planet Earth.	Use the ff.adjectives to compare the given noun.Use the three degrees of comparison: Example – hair- long- Mina –Nene – Lyka Mina has a long hair. Nena has longer hair than Mina. Lyka has the longest hair of the three.	Fill in the chart with some of the ways you and your family conserve water,electricity and other resources. <table><tr><td>Ways to Conserve Electricity</td><td>Ways to Conserve Water</td><td>Other Resources at Home that We Conserve</td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table>	Ways to Conserve Electricity	Ways to Conserve Water	Other Resources at Home that We Conserve							No Assignment.
Ways to Conserve Electricity	Ways to Conserve Water	Other Resources at Home that We Conserve												
V. REMARKS														
VI. REFLECTION														
A. No. of learners who earned 80% on the formative assessment														

B. No. of Learners who require additional activities for remediation					
C. Did the remedial lessons work? No. of learners who have caught up with the lesson.					
D. No. of learners who continue to require remediation					
E. Which of my teaching strategies worked well? Why did these work?					
F. What difficulties did I encounter which my principal or supervisor can help me solve?					
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?					

Download [k-12 DEPED daily lesson log](http://www.teachershq.com) at www.teachershq.com
File Created by Ma’am ALONA C. REYES