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| Description: DEPED-NEW_e78wysqt  **GRADES 1 to 12**  **DAILY LESSON LOG** | **School:** |  | **Grade Level:** | **III** |
| **Teacher:** | **File created by Sir JHUN CARANDANG** | **Learning Area:** | **MTB** |
| **Teaching Dates and Time:** | **MARCH 9 – 13, 2020 (WEEK 8)** | **Quarter:** | **4TH QUARTER** |

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|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **I OBJECTIVES** |  |  |  |  |  |
| *Content Standard* |  |  |  |  |  |
| *Performance Standard* | Oral Language | Grammar Awareness | Composing | Vocabulary and Concept Development |  |
| *Learning Competency /s* | Use expressions appropriate to the grade level to explain or give reasons to issues , events,news ,etc.  **MT3OL – Ivf –h -3.7** | Identifies and uses adverbs of time, place and degrees of comparison.  **MT3G –Ive – 2.5.1** | Write 3 -5 step procedural paragraph using signal words such as first, last, then , and next.  **MT3C – Iva –i-2.7** | Identiifies and uses personification,hyperbole and idiomatic expressions in sentences.  **MT3VCD – Ivf –h- 3.6** | Weekly Test |
| **II CONTENT** | Tree Planting | Identifying and using adverbs of time, place and degrees of comparison. | Writing 3 -5 step procedural paragraph using signal words such as first, last, then , and next. | Identiifying and using personification,hyperbole and idiomatic expressions in sentences. |  |
| **III. LEARNING RESOURCES** |  |  |  |  |  |
| ***A. References*** |  |  |  |  |  |
| *1. Teacher’s Guide Pages* | **CG p.147 of 149** | | | | |
| *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* | Pre –Assessment  Draw happy face if you say yes to statement and sad face if you say no to the statement.  a. Trees are important to life. | Sharing of assignments about trees.  Unlocking of Difficulties through pictures:  Sturdy,foliage,continuous appealing exclude | Adverbs of time and place. | Reciting the poem. |  |
| *B. Establishing a purpose for the lesson* | Show a picture of montain with cut down trees.  Tell the class that the mountain is **denuded.** | What is your favorite tree?Describe it?Why is it your favorite? | Have you seen different kinds of trees?Can you describe them? | What makes a tree like a human being? |  |
| *C. Presenting Examples/instances of new lesson* | Show a video of quarrying activites. | Listening to a Short Story  “ The Unwanted Mango Tree”. | Reciting the poem “ Trees” by Joyce Kilmer. | Let the pup0ils study these lines:  - hose hungry mouth is pressed against the earth’s sweet flowing breast  - looks at God all day.  - lifts her leafy arms to pray. |  |
| *D. Discussing new concepts and practicing new skills #1* | How do people quarry a mountain? | - What are the words that describe the mango tree?  - What made the mango tree feel useless? | Do you agree that there is nothing lovelier than a tree?Why do you say so?  In what ways are trees like human beings? | Do trees have mouths?Why is the tree likened to a baby feeding on a mother’s breast?What does this line mean? |  |
| *E. Discussing new concepts and practicing new skills #2* |  | - Where was the mango tree?  - Where would the basketball court be constructed? |  |  |  |
| *F. Developing mastery*  *(Leads to Formative Assessment)* |  | Recall of Concept  Write the ff .sentences on the board.  1. A mango tree stood near the plaza.  2. We will make our basketball court on this area. | Do you know how to plant a tree.Show them the procedures of planting the trees on the board. |  |  |
| *G. Finding Practical applications of concepts and skills* | Group the class by 4s or 5s .Tell them that you will send them into a mission as “spies” to find out what the people near the area are doing that caused the mountain or forest to get denuded.  (Teacher should prepare the pictures of tree –cutting , mining,quarrying, and kaingin. | Activity 2 ,LM.  Fill in the missing letter to complete the adverb of time and place.  Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more | Group the class into 3. Give each group a task card, pentel pen,and a manila paper.  I – Making a sandwich.  II – How to cook rice.  III – How to make a kite. | LM , Activity 4. |  |
| *H. Making generalizations and abstractions about the lesson* | What is possible to do to avoid denuded of the areas? | What is adverbs?  What is adverbs of time and place? | What lesson did you learned today? | What figures of speech did you learned today? |  |
| *I. Evaluating Learning* | Draw out more ideas from the pupils through the questions below:  a. What are the main causes why mountains and forests are denuded?  b. Who mainly do these activites? | Choose the correct adverb of time /place to complete the sentence.  1. The teacher teaches the pupils ( in the classroom , in the room, in the church).  2. ( Every morinig, every afternoon, every night) , Mother prepares our breakfast.  3. Karen placed the fruits ( on the wall, on the floor, on the basket). | Read the ff. steps on how to make a paper hat.Write a paragraph about it using signal words.Give your paragraph a title.( Activity 3 ). | LM , Activity 5. |  |
| *J. Additional activities for application or remediation* | Read books or surf through the internet on some facts about trees. Choose one extraordinary fact about them.Then write it on a colored paper.Put some decorations on it. | Eplain your reasons on the ff.issues.Make sure you use adverbs of time/place on your statements.  1. Children may watch late night TV shows on Sundays.  2. Father could go to the mall whenever he likes it. | Practice reciting the poem “ Trees”. | Write sentences using personification and hyperbole for the ff. objects.  1.rain  2. woods  3. plants. |  |
| ***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?* |  |  |  |  |  |