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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 –AssessmentDraw 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 ConceptWrite 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.rain2. woods3. 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?* |  |  |  |  |  |