



Republic of the Philippines  
**Department of Education**  
 REGION III  
 SCHOOLS DIVISION OFFICE OF NUEVA ECJA  
 SAN ISIDRO DISTRICT  
**SAN ROQUE ELEMENTARY SCHOOL**  
 PICAL ST., SAN ROQUE, SAN ISIDRO, NUEVA ECJA

## DAILY LESSON LOG

SY 2023-2024

|                                          |                             |                               |
|------------------------------------------|-----------------------------|-------------------------------|
| Name of Teacher: <b>MARICEL E. RAMOS</b> | School: <b>SAN ROQUE ES</b> | Date: <b>January 12, 2024</b> |
| District: <b>SAN ISIDRO</b>              | Grade level: <b>FIVE</b>    | Quarter: <b>SECOND</b>        |

| CATCH-UP FRIDAYS       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                        | Morning Session                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Afternoon Session                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                        | <b>Time allotted: 240 minutes</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Time allotted: 180 minutes</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>I. OBJECTIVES:</b>  | Activate learners' interest and motivate pupils to read.<br>Retell the story in their own words.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Enhance learners' knowledge and skills in appreciation of values, health and peace education.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>II. CONTENTS:</b>   | National Reading Program (NRP)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Health Education – Body Image (emotional attitude, beliefs and perceptions) and self-worth and their impact on mental health and wellbeing.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>A. Subj. Matter</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>B. References</b>   | DepEd Memorandum #001 s. 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | DepEd Memorandum #001 s. 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>C. Materials</b>    | Story books, video, PPT, bond paper, picture                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Video presentation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>III. PROCEDURE:</b> | <p><b>Daily Routine (10 minutes)</b><br/>           Prayer<br/>           Checking of attendance<br/>           Energizer.</p> <p><b>Activity 1 (170 minutes)</b><br/> <b>Pre-Reading Activities</b><br/>           Singing a song related to the story.<br/>           Pupils will sing "Laging Handa" song.<br/>           Ask: What are the calamities usually experienced in the Philippines?<br/>           Teacher will show pictures about typhoon.</p> <p><b>During Reading</b><br/>           Teacher will present the story "After The Flood". Pupils will take turn in reading aloud. Let the pupils predict what will happen next and ask questions while reading the story.</p> <p><b>Post reading Activity</b><br/>           Answer the following questions:<br/>           1. How did Vicky's understanding of a flood change?<br/>           2. Why did Vicky's parents put a note on the refrigerator telling her not to open it?<br/>           3. What other items besides clothes might Vicky and her family be able to donate to victims of the flood?<br/>           4. What would you do for an entire day without power?<br/>           -Group Activity: Each group will retell the story in their own words.<br/>           -Using bond paper, pupils will illustrate part of the story that they like.</p> <p><b>Activity 2 (30 minutes)</b><br/>           Drop Everything and Read (DEAR)<br/>           Teacher will provide storybook to learners or read a book of their choice.<br/>           Let the pupils read independently and silently for 30 minutes with no interruptions.</p> <p><b>Activity 3 (30 minutes)</b><br/>           Partner Reading<br/>           Teacher will pair the pupils. The pair will read aloud and take turns reading by paragraph. After reading, they will ask questions about the story.</p> | <p><b>Daily Routine (15 minutes)</b><br/>           Friday routine exercise<br/>           Current health news sharing both local and international news.</p> <p><b>Health Session (40 minutes)</b><br/>           1. Playing games- Scavenger hunts<br/>           2. Ask pupils to look closely at the pictures below.<br/>           -What is body image?<br/>           Body image is a combination of the thoughts and feelings that you have about your body. Body image may range between positive and negative experiences, and one person may feel at different times positive or negative or a combination of both. Body image is influenced by internal (e.g. personality) and external (e.g. social environment) factors.</p> <div style="text-align: center;">  </div> <p>3. Show video about on how to cope up with body dissatisfaction?</p> <p>4. Activity for mental health<br/>           a. Sitting Meditation (35 minutes)<br/>           b. Walking Meditation (35 minutes)<br/>           c. Guided Meditation (35 minutes)</p> <p><b>Reflection and Sharing (20 minutes)</b><br/>           Teacher will ask the learners to share their experience on the activities.<br/>           Ask pupils to write journals about their experience.</p> |
| <b>IV. REFLECTION</b>  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

# English Lesson Guide In Grade 3

**R Bogdan**



## **English Lesson Guide In Grade 3:**

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