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| Description: DEPED-NEW_e78wysqt  **GRADES 1 to 12**  **DAILY LESSON LOG** | **School:** |  | **Grade Level:** | **I** |
| **Teacher:** | **File created by Ma’am NINA SHERRY L. CLEMENTE** | **Learning Area:** | **ENGLISH** |
| **Teaching Dates and Time:** | **MARCH 9 – 13, 2020 (WEEK 8)** | **Quarter:** | **4TH QUARTER** |

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| **I. OBJECTIVES** | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **A. Content Standards** | Listening Comprehension  -The learner demonstrates understanding of story elements and text structures for effective oral expression. | Listening Comprehension  -The learner demonstrates understanding of story elements and text structures for effective oral expression. | (Grammar)  -The learner demonstrates understanding of concepts of verbs, pronouns, and prepositions in meaningful messages |  |  |
| **B. Performance Standards** | Listening Comprehension  -The learner correctly identifies elements of literary and informational texts to aid meaning getting. | Listening Comprehension  -The learner correctly identifies elements of literary and informational texts to aid meaning getting. | (Grammar)  -The learner constructs grammatically correct-simple sentences in theme-based conversations using verbs, pronouns, and prepositions |  |  |
| **C. Learning Competencies/**  **Objectives Write the LC for each** | **EN1LC-IVa-j-2.1**  Listen to narrative and informational text or poem and Note important details | **EN1LC- IVa-j-2.8**  Listen to narrative and informational text or poem and Infer important details | **EN1G-IVf-j-5**  Adjectives Recognize describing words for people, objects, things and places (color, shape, size, height, weight, length, distance, etc. |  |  |
| **II. CONTENT** |  |  |  |  |  |
| **III. LEARNING RESOURCES** |  |  |  |  |  |
| **A. References** |  |  |  |  |  |
| **1. Teacher’s Guide pages** | Pages 342-343 | Pages 343-345 | Pages 345-347 |  |  |
| **2. Learner’s Materials pages** | Page 109 | Page 109 | Page 106 |  |  |
| **3. Textbook pages** |  |  |  |  |  |
| **B. Other Learning Resources** |  |  |  |  |  |
| **IV. PROCEDURES** | | | | | |
| **A. Reviewing previous lesson or presenting the new lesson** | Singing the round song” sit down, you’re rocking the boat.”. | Recite the poem “ at the zoo”.  write in a manila paper the lyrics of a poem. | Singing the song “ BINGO”  **(lyrics is at TG on page 345-346)** |  |  |
| **B. Establishing a purpose for the lesson** | Teacher:  Today, we retell the whole part of the story entitled”tutulili” | Teacher:  Today, we will recognize the cause and effect relationship | Teacher:  Today, we will identify the word that best describes the given picture. |  |  |
| **C. Presenting examples/instances of the new lesson** | Posts a picture on the board.  Have the pupils answer the teachers questions.  (pic. Is at TG on page 342) Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more | Teacher posts a picture on the board, and asks questions about it.  Let the pupils share their ideas on the picture presented  (picture is at TG on page 344) | Teacher posts a picture on the board and asks questions about it.    what do you see in the picture?  What is the boy doing?  What is he eating?  Do you eat junk food?  Do your parents give you junk food? |  |  |
| **D. Discussing new concept and practicing new skills #1** | Call some pupil to share their answer in front of the class. | Teacher will prepares the pupils for the rereading of the second part of the story. | Posts pictures on the board  Have the pupils pick words from the word list that describe the picture. |  |  |
| **E. Discussing new concepts and practicing new skills #2** | Teacher shows the cover of the book in class and asks questions about it.  Pupils listen carefully and focus on the details of the story. | Teacher :  Re-reads the second half of the story. | Encourage them to participate the discussion. |  |  |
| **F. Developing mastery (Leads to formative assessment)** | Teacher reads pages 2-15  of the story in a class.  Pause at some parts of the story to ask questions.  Call some to retell the whole part of the story. | Teacher discusses the story.  Encourage each to participate the class discussion | -teacher will discuss each word from the word list  after the pupils identifies each picture to each word , adjectives.. |  |  |
| **G. Finding**  **practical/**  **application of concepts and skills in daily living** | After reading activities:  Following questions will be tackle pls. refer to TG on page 343 for questions | Asks questions about the story.  **(Questions is at TG on page 344-345)** | Group activity:  Each group will make a sentence using the adjective from the word list given. |  |  |
| **H. Making generalizations**  **and abstractions about the lesson** | Ask:  How is it important to know the all parts of the story? | Ask:  What is cause and effect relationship? | Ask:  What is adjectives? |  |  |
| **I.Evaluating Learning** | Directions:  What do you need to have a healthy body?  Circle all pictures that will make your body clean and healthy?  (**please refer to LM on page 109)** | Direction:  What is causing the boys stomach ache?  **(please refer to LM on page 110)** | Direction:  Circle the word that best describes the picture  **(please refer to LM on page 111)** |  |  |
| **J. Additional activities for application or remediation** |  | let them draw a picture that shows some ways to keep oneself safe and healthy. |  |  |  |
| **V. REMARKS** |  |  |  |  |  |
| **VI. REFLECTION** |  |  |  |  |  |
| A.No. of learners who earned 80% in the evaluation | \_\_\_ of Learners who earned 80% above | \_\_\_ of Learners who earned 80% above | \_\_\_ of Learners who earned 80% above | \_\_\_ of Learners who earned 80% above | \_\_\_ of Learners who earned 80% above |
| B.No. of learners who require additional activities for remediation who scored below 80% | \_\_\_ of Learners who require additional activities for remediation | \_\_\_ of Learners who require additional activities for remediation | \_\_\_ of Learners who require additional activities for remediation | \_\_\_ of Learners who require additional activities for remediation | \_\_\_ of Learners who require additional activities for remediation |
| C. Did the remedial lessons work? No. of learners who have caught up with the lesson | \_\_\_Yes \_\_\_No  \_\_\_\_ of Learners who caught up the lesson | \_\_\_Yes \_\_\_No  \_\_\_\_ of Learners who caught up the lesson | \_\_\_Yes \_\_\_No  \_\_\_\_ of Learners who caught up the lesson | \_\_\_Yes \_\_\_No  \_\_\_\_ of Learners who caught up the lesson | \_\_\_Yes \_\_\_No  \_\_\_\_ of Learners who caught up the lesson |
| D. No. of learners who continue to require remediation | \_\_\_ of Learners who continue to require remediation | \_\_\_ of Learners who continue to require remediation | \_\_\_ of Learners who continue to require remediation | \_\_\_ of Learners who continue to require remediation | \_\_\_ of Learners who continue to require remediation |
| E. Which of my teaching strategies worked well? Why did these work? | *Strategies used that work well:*  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Diads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Differentiated Instruction  \_\_\_ Role Playing/Drama  \_\_\_ Discovery Method  \_\_\_ Lecture Method  *Why?*  \_\_\_ Complete IMs  \_\_\_ Availability of Materials  \_\_\_ Pupils’ eagerness to learn  \_\_\_ Group member’s Cooperation in  doing their tasks | *Strategies used that work well:*  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Diads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Differentiated Instruction  \_\_\_ Role Playing/Drama  \_\_\_ Discovery Method  \_\_\_ Lecture Method  *Why?*  \_\_\_ Complete IMs  \_\_\_ Availability of Materials  \_\_\_ Pupils’ eagerness to learn  \_\_\_ Group member’s Cooperation in  doing their tasks | *Strategies used that work well:*  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Diads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Differentiated Instruction  \_\_\_ Role Playing/Drama  \_\_\_ Discovery Method  \_\_\_ Lecture Method  *Why?*  \_\_\_ Complete IMs  \_\_\_ Availability of Materials  \_\_\_ Pupils’ eagerness to learn  \_\_\_ Group member’s Cooperation in  doing their tasks | *Strategies used that work well:*  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Diads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Differentiated Instruction  \_\_\_ Role Playing/Drama  \_\_\_ Discovery Method  \_\_\_ Lecture Method  *Why?*  \_\_\_ Complete IMs  \_\_\_ Availability of Materials  \_\_\_ Pupils’ eagerness to learn  \_\_\_ Group member’s Cooperation in  doing their tasks | *Strategies used that work well:*  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Diads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Differentiated Instruction  \_\_\_ Role Playing/Drama  \_\_\_ Discovery Method  \_\_\_ Lecture Method  *Why?*  \_\_\_ Complete IMs  \_\_\_ Availability of Materials  \_\_\_ Pupils’ eagerness to learn  \_\_\_ Group member’s Cooperation in  doing their tasks |
| F. What difficulties did I encounter which my principal or supervisor can help me solve? | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works  *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works  *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works  *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works  *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works  *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition |
| G. What innovation or localized materials did I use/discover which I wish to share with other teachers? | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets  *Strategies used that work well:*  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Diads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Differentiated Instruction  \_\_\_ Role Playing/Drama  \_\_\_ Discovery Method  \_\_\_ Lecture Method  *Why?*  \_\_\_ Complete IMs  \_\_\_ Availability of Materials  \_\_\_ Pupils’ eagerness to learn  \_\_\_ Group member’s Cooperation in  doing their tasks | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets  *Strategies used that work well:*  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Diads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Differentiated Instruction  \_\_\_ Role Playing/Drama  \_\_\_ Discovery Method  \_\_\_ Lecture Method  *Why?*  \_\_\_ Complete IMs  \_\_\_ Availability of Materials  \_\_\_ Pupils’ eagerness to learn  \_\_\_ Group member’s Cooperation in  doing their tasks | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets  *Strategies used that work well:*  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Diads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Differentiated Instruction  \_\_\_ Role Playing/Drama  \_\_\_ Discovery Method  \_\_\_ Lecture Method  *Why?*  \_\_\_ Complete IMs  \_\_\_ Availability of Materials  \_\_\_ Pupils’ eagerness to learn  \_\_\_ Group member’s Cooperation in  doing their tasks | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets  *Strategies used that work well:*  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Diads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Differentiated Instruction  \_\_\_ Role Playing/Drama  \_\_\_ Discovery Method  \_\_\_ Lecture Method  *Why?*  \_\_\_ Complete IMs  \_\_\_ Availability of Materials  \_\_\_ Pupils’ eagerness to learn  \_\_\_ Group member’s Cooperation in  doing their tasks | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets  *Strategies used that work well:*  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Diads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Differentiated Instruction  \_\_\_ Role Playing/Drama  \_\_\_ Discovery Method  \_\_\_ Lecture Method  *Why?*  \_\_\_ Complete IMs  \_\_\_ Availability of Materials  \_\_\_ Pupils’ eagerness to learn  \_\_\_ Group member’s Cooperation in  doing their tasks |