|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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:** | **MTB** |
| **Teaching Dates and Time:** | **MARCH 9 – 13, 2020 (WEEK 8)** | **Quarter:** | **4TH QUARTER** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **LAYUNIN** | **LUNES** | **MARTES** | **MIYERKULES** | **HUWEBES** | **BIYERNES** |
| **A. PAMANTAYANG PANGNILALAMAN** | The Learner. . .  demonstrates knowledge of the alphabet and decoding to read, write and spell words correctly.  demonstrates developing knowledge and use of appropriate grade level vocabulary and concepts. | The Learner. . .  manifests beginning oral language skills to communicate in different contexts. | The Learner. . .  manifests beginning oral language skills to communicate in different contexts.  demonstrates awareness of language grammar and usage when speaking and/or writing. | The Learner. . .  manifests beginning oral language skills to communicate in different contexts.  demonstrates awareness of language grammar and usage when speaking and/or writing | The Learner. . .  manifests beginning oral language skills to communicate in different contexts. |
| **B. PAMANTAYAN SA PAGGANAP** | The Learner. . .  applies grade level phonics and word analysis skills in reading, writing and spelling words.  demonstrates developing knowledge and use of appropriate grade level vocabulary and concepts. | The Learner. . .  uses beginning oral language skills to communicate personal experiences, ideas, and feelings in different contexts. | The Learner. . .  uses beginning oral language skills to communicate personal experiences, ideas, and feelings in different contexts.  speaks and/or writes correctly for different purposes using the basic grammar of the language. | The Learner. . .  uses beginning oral language skills to communicate personal experiences, ideas, and feelings in different contexts.  speaks and/or writes correctly for different purposes using the basic grammar of the language. | The Learner. . .  uses beginning oral language skills to communicate personal experiences, ideas, and feelings in different contexts. |
| **C. MGA KASANAYAN SA PAGKATUTO** (Isulat ang code ng bawat kasanayan) | **MT1ATR-IVa-i-4.1** Show interest in texts by browsing/reading available print materials.  **MT1VCD-IVa-i-2.1.1** Give meanings of words through: a. picture clues b. context clues  **MT1OL-IVa-i-6.2** Participate actively in class discussions on familiar topics. | **MT1F-IIIa-IVi-1.3**  Read grade 1 level words, phrases, sentences, paragraph/story with proper expression  **MT1PWR-IVa-i-7.1**  Read sight words  **MT1PWR-IVa-i-6.2** Spell correctly grade one level words consisting of letters already learned. | **MT2GA-IVh-i-2.5**  Identify and use correctly adverbs of: a. time b. place  . **MT1C-IVa-i-2.1** Write sentences or longer texts with proper punctuation, spacing, and capitalization |  |  |
| 1. **NILALAMAN** |  |  |  |  |  |
| 1. **Sanggunian** |  |  |  |  |  |
| 1. Mga Pahina sa Gabay ng Guro | TG pah 159-160 | TG pah 160-161 | TG pah 161-162 |  |  |
| 2. Mga Pahina sa Kagamitang Pangmag-aaral |  |  |  |  |  |
| 1. **Kagamitan** |  |  |  |  |  |
|  | | | | | |
| A. Balik-aral at/o pagsisimula ng bagong aralin | Paghahawan ng Balakid (sa pamamagitan ng larawan)  halamang ugat      Halaman | Balikan ang kuwentong “ May Yaman sa Lupa”) | Panimulang Gawain (mahiwagang kahon na may iba‟t ibang gulay)  “Piliin Mo!”  Gusto ko ang gulay na ito sapagkat…  (Hayaang sabihin ng mga mag-aral ang dahilan kung bakit nila pinili ang naturang gulay, prutas, o halamang ugat sa kahon.) |  |  |
| B. Paghahabi sa layunin ng aralin | Magpakita ng larawan ng pagkain mula sa halamang ugat.  **Itanong:** Saan kadalasang tumutubo ang mga halamang ugat.  Madali ba itong tumubo?  Anong mangyayari kapag tumigil na sa pagtatanim ng halamang ugat ang mga magsasaka? Makapagtatanim ba tayo ng mga gulay at halamang ugat sa ating tahanan?  Ano-anong yaman sa lupa ang tinutukoy sa kuwento? | Tungkol saan an gating kuwento kahapon?  Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more | Magbalik-aral tungkol sa pang-abay  **Itanong:** Ano-ano ang pang-abay na ginamit sa paglalarawan ng mga gulay, prutas, at halamang ugat?  **Sabihin:** Isulat ito sa pisara.  (Ipabasa sa mga bata) |  |  |
| C. Pag-uugnay ng mga halimbawa sa bagong aralin | Ipabasa sa mga bata ang kuwentong "May Yaman sa Lupa”. | Basahin muli ang kuwento | **Sabihin:** Pag-aralan pa natin ang pang-abay  Basahin Natin !  Elvie: Masarap ang dinala mong bukayo.  Agnes: Dala ito ni Nida galing sa Batangas.  Hapon na siya ng dumating dahil mabagal ang bus na sinakyan niya. Malayo ang lalawigan ng Batangas.  Elvie: Kaya pala.  Agnes: Oo, alam mo magandang lugar ang Batangas. Palagi kaming nagbabakasyon doon. |  |  |
| D. Pagtalakay ng bagong konsepto at paglalahad ng bagong kasanayan #1 | Hayaan ng guro na magbigay ng hinuha ang mga mag-aaral kung ano ang susunod na mangyayari at hikayatin sila na magtanong. | Talakayin ang kuwento | Ano ang pinag-uusapan ng dalawang bata?  2. Ano ang mga pang-abay na ginamit nila sa kanilang pag-uusap?  Isulat ng guro ang sagot ng mga mag-aaral sa pisara.  Halimbawa:  kahapon, mahina, palagi, maya-maya  **Sabihin:** May mga salitang naglalarawan sa mga salitang ngalan ng tao, bagay, lugar, at pangyayari, sa kilos at kapwa salitang inilalarawan. |  |  |
| E. Pagtalakay ng bagong konsepto at paglalahad ng bagong kasanayan #2 | Ugnayang Gawain  **Pangkat I** - Sumulat ng maikling tula na may apat na pangungusap tungkol sa pagtatanim ng gulay.  **Pangkat II** - Isakilos kung paano natin pangangalagaan ang ating halamanan o hardin.  **Pangkat III** - Gumawa ng isang acrostic.  **Pangkat IV** - Gumawa ng patalastas kung paano hihikayatin ang mga batang kumain ng gulay. | **“Isakilos Natin”**  (Pangkatan)  **Sabihin:** Pumili ng pinakagusto mong bahagi sa kuwento. Isakilos ito ng inyong pangkat. Maaaring magkaroon kayo ng diyalogo. Gumamit ng tamang damdamin sa pagsasagawa nito. | Basahin Natin!  **Sabihin:** Ano ang mga pang-abay na makikikita sa pangungusap?  1. Minsan lang pumupunta ang aking kaibigan sa bahay.  2. Marami akong regalong natanggap sa aking kaarawan.  3. Gabi na nang dumating si tatay sa bahay.  4. Bakit mabilis kang maglakad?  5. Agad-agad umalis si Bb. Flor sa Bulacan. |  |  |
| F. Paglinang sa kabihasnan  *(Tungo sa Formative Assessment)* | a. Ano ang sinasabi sa kuwento?  b. Bakit hindi sumasama si Lina sa bukid?  c. Ano ang dumating sa mag-asawang Lino at Mercy?  d. Ano ang nangyari nang hindi umuwi ang mag-asawa?  e. Ano ang ginawa ng magkapatid na Nelson at Lina?  f. Bakit nasabi ni Lina na may yaman sa lupa?  g. Mahalaga ba ang pagtatanim ng mga halamang ugat? Bakit? | **“Iguhit Mo”**  (Isahang gawain)  Iguhit ang paborito mong gulay. Magsulat tungkol dito.  Sabihin: Sa pagsulat tingnan ang tamang agwat ng mga salita at tamang bantas. | Mga Pang-abay  mamaya, bukas, mahina, marami, at iba pa  “Ipakilala Mo”  Ipakita ang mga produkto (hal. gatas, pagkain, iba pa). 163  Magpasulat sa mga bata ng isang patalastas gamit ang pang-abay.  (Ipabasa sa mga bata ang patalastas na ginawa.) |  |  |
| G. Paglalapat ng aralin sa pang-araw-araw na buhay |  | Sundan ang gabay na tanong sa pagsulat ng talata.  1. Ano ang paborito mong gulay?  2. Ilarawan ang paborito mong gulay.  3. Anong luto ang iyong gusto sa paborito mong gulay?  4. Bakit gustong- gusto mo ang gulay na ito? |  |  |  |
| H. Paglalahat ng aralin |  | Pagtalakay  **Sabihin:** Anong makukuha natin sa pagtatanim ng mga halamang ugat at gulay? Bakit mahalaga ang mga ito? | **Itanong:** Ano ang mga salitang ginagamit sa paglalarawan ng mga pangngalan, salitang naglalarawan ng pangyayari?  (nagsasabi ng oras, sa pamamagitan ng, at iba pa.) |  |  |
| I. Pagtataya ng aralin |  |  | Bilugan ang mga salitang pang-abay.  1. Bukas pa ako pupuntang Lucena.  2. Maganda ang boses ni Mona.  3. Nawala ang bola sa madamong lugar ng plasa.  4. Bakit maliliit ang dala niyang mangga?  5. Isa-isang pumasok ang mga bibe sa kulungan . |  |  |
| J.Karagdagang gawain para sa takdang-aralin at remediation |  |  | Alamin ang Alamat ng Kalabasa. Isulat ito sa papel. |  |  |
| **IV. MGA TALA** |  |  |  |  |  |
| **V. PAGNINILAY** |  |  |  |  |  |
| A. Bilang ng mag-aaral na nakakuha ng 80% sa pagtataya | \_\_\_ bilang ng Mag-aaral na nakakuha ng 80% sa Pagtataya | \_\_\_ bilang ng Mag-aaral na nakakuha ng 80% sa Pagtataya | \_\_\_ bilang ng Mag-aaral na nakakuha ng 80% sa Pagtataya | \_\_\_ bilang ng Mag-aaral na nakakuha ng 80% sa Pagtataya | \_\_\_ bilang ng Mag-aaral na nakakuha ng 80% sa Pagtataya |
| B. Bilang ng mag-aaral na nangangailangan ng iba pang gawain para sa remediation | \_\_\_ bilang ng mag-aaral na nangangailangan ng gawain para sa remediation | \_\_\_ bilang ng mag-aaral na nangangailangan ng gawain para sa remediation | \_\_\_ bilang ng mag-aaral na nangangailangan ng gawain para sa remediation | \_\_\_ bilang ng mag-aaral na nangangailangan ng gawain para sa remediation | \_\_\_ bilang ng mag-aaral na nangangailangan ng gawain para sa remediation |
| C. Nakatulong ba ang remedial? Bilang ng mga mag-aaral na naka-unawa sa aralin | \_\_\_Oo \_\_\_Hindi  \_\_\_\_ bilang ng mag-aaral na naka-unawa sa aralin | \_\_\_Oo \_\_\_Hindi  \_\_\_\_ bilang ng mag-aaral na naka-unawa sa aralin | \_\_\_Oo \_\_\_Hindi  \_\_\_\_ bilang ng mag-aaral na naka-unawa sa aralin | \_\_\_Oo \_\_\_Hindi  \_\_\_\_ bilang ng mag-aaral na naka-unawa sa aralin | \_\_\_Oo \_\_\_Hindi  \_\_\_\_ bilang ng mag-aaral na naka-unawa sa aralin |
| D. Bilang ng mga mag-aaral na magpapatuloy sa remediation | \_\_\_ bilang ng mag-aaral na magpapatuloy sa remediation | \_\_\_ bilang ng mag-aaral na magpapatuloy sa remediation | \_\_\_ bilang ng mag-aaral na magpapatuloy sa remediation | \_\_\_ bilang ng mag-aaral na magpapatuloy sa remediation | \_\_\_ bilang ng mag-aaral na magpapatuloy sa remediation |
| E. Alin sa mga istratehiya sa pagtuturo ang nakatulong ng lubos? | *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. Anong suliranin ang aking naranasan na nasolusyunan sa tulong ng aking punongguro? | \_\_ 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. Anong kagamitang panturo ang aking nadibuho na nais kong ibahagi sa mga kapwa ko guro? | *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 |