|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Description: DEPED-NEW_e78wysqt **GRADES 1 to 12** **DAILY LESSON LOG** | **School:** |  | **Grade Level:** | **VI** |
| **Teacher:** | **File created by Ma’am NORAIZA Y. PLO** | **Learning Area:** | **TLE-IA** |
| **Teaching Dates and Time:** | **MARCH 9 – 13, 2020 (WEEK 8)** | **Quarter:** | **4TH QUARTER** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |

|  |  |
| --- | --- |
| 1. ***OBJECTIVES***
 |  |
| 1. **Content Standards**
 | Demonstrates an understanding of and skills in repairing simple gadgets/ furniture/furnishing/ furnishings at home and school |
| 1. **Performance Standards**
 | Makes simple repairs with ease and dexterity or manipulative skill |
| 1. **Learning Competencies / Objectives**

Write the LC code for each | Gathers data on how to do simple repairs using technology or other data**TLE6IA‐oh‐10** | Repairs broken furniture (chairs, cabinet and table) door knobs, extensions cords, lampshades, and other products**TLE6IA‐oh‐10** | Assesses repaired gadgets /furniture/furnishing as to its reusability and functionality using of rubrics **TLE6IA‐oh‐10** | Improve repairs undertaken**TLE6IA‐oh‐10** |
| 1. ***CONTENT***
 | Repair simple gadgets/ furniture / furnishing at home and school |
| 1. ***LEARNING RESOURCES***
 |  |
| 1. **References**
 |  |  |  |  |  |
| 1. **Teacher’s Guide pages**
 |  |  |  |  |  |
| 1. **Learner’s Materials pages**
 |  |  |  |  |  |
| 1. **Textbook pages**
 |  |  |  |  |  |
| 1. **Additional Materials from Learning Resource (LR)portal**
 |  |  |  |  |  |
| 1. **Other Learning Resources**
 |  |  |  |  |  |
| 1. ***PROCEDURES***
 |  |
| **A.** **Reviewing previous lesson or presenting the new lesson** | Ask the pupils: What furniture do you have at home that needs to be repaired? | The teachers call each group and instruct them to look for a broken appliances or furniture inside their classroom or outside their classroom. The teacher gives at least 10 minutes. | The teacher will ask the pupils common problems at home that needs simple repairs | Why is assessment important in any task you are going to perform? |
| B. **Establishing a purpose for the lesson** | The teacher will ask the pupils some of their experiences on how they managed or planned to repair broken furniture. The teacher will write on the board the pupils’ answers. | The teacher will ask the pupils some of their experiences about repairing some of the broken furniture at home by themselves. The teacher will ask the pupils to give 5 very “very good clap” for those pupils who made the fixing by themselves. | Teacher will assess the work of each group | After assessing your work and you found out that it needs improvement, what will you do? |
| 1. **Presenting examples/ instances of the new lesson**
 | In repairing, why is planning or gathering data important? | The teacher will present examples of different hand tools for home repairs. Refer to appendix 1 The teacher will present examples of simple home repairs: 1. Plumbing Repairs (refer to appendix 2) | The teacher will present examples of simple home repairs: 2. Electrical Repairs3. Placing hinges (refer to appendix2) | Each group will present their work to the class. The teacher and the other group will assess the presented output | Each group will present the assessment given by the other group. |
| 1. **Discussing new concepts and practicing new skills #1**
 | The teacher and the pupils will haveinteraction on the different data needed in simple home repairs | The teacher and the pupils will talk about the different hand tools needed for home repairs | The teacher and the pupils will have cooperative discussion on the lessons presented | The teacher will ask the following question to each group:1. What method did you use in repairing the assigned task? 2. Can you tell the steps you did in repairing the assigned task? 3. What different tools did you use? 4. Are you sure that you follow the steps carefully? 5. In a rate of 1‐5, 5 is the excellent how will you rate your work? | The group who will make some improvements and remediation will be taken care of with the teacher’s supervision |
| 1. **Discussing new concepts and practicing new skills#2**
 |  |  |  |  | Each group will present their output and the teacher will commend or evaluate them. |
| 1. **Developing mastery**

**(Leads to Formative Assessment 3)** | The teacher will tell the pupils to look around their room and find out which one needs repair. Example: door knob, broken chair, broken table, and door hinges. Pupils will write their assessment on the damage that needs to be repaired and the tools needed. | Guessing gameRefer to activity 1 | Divide the pupils into 4 groups. Distribute the activity sheets with a situation that needs simple repair Example: leaking faucet, broken armchair etc. | Checking and Evaluating of the work of each group using the rubrics. The teacher might praise or give commendation and suggestions to those output that needs further improvement. | The teacher will rate their improved work using rubricsOriginal File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more |
| 1. **Finding practical applications of concepts and skills in daily living**
 |  | What is the importance of having some hand tools for home repairs at home? | How can you help your family save financially by having the knowledge in simple home repairs? | Why is proper assessment in doing any task necessary for a good quality of work or output? | Being a member of a team, what should be your attitude for a fast performance on an assigned task? |
| 1. **Making generalizations and abstractions about the lesson**
 | Why is planning and Why is planning and gathering data important in making simple home repairs? | What are the different hand tools you should have at home ready for home repairs? | How is having a full knowledge of simple home repairs can help you and other people/ community make life easier? | In this lesson what did you gain? Why is it important? | What is the importance of producing a good quality of work? |
| 1. **Evaluating learning**
 | Show a broken chair. Tell the pupils to write necessary datas needed for repairing. | Complete the table Refer to activity 2 | Divide the class into 4 groups. Ask the pupils to repair a broken furniture presented to each group (the teacher will provide the broken furniture’s for each group) | Ask the pupils to exchange their work to other group and ask for an assessment | Write a short insight on the importance of being a good team member in doing an assigned task. |
| 1. ***REMARKS***
 |  |
| 1. ***REFLECTION***
 |  |
| 1. No .of learners who earned 80% on the formative assessment
 | **\_\_\_ 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** |
| 1. No. 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* | *\_\_\_ of Learners who require additional activities for remediation* |
| 1. 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* |
| 1. 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*  |
| 1. 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’sCooperation 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’sCooperation 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* |
| 1. 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* | *\_\_ Bullying among pupils**\_\_ Pupils’ behavior/attitude**\_\_ Colorful IMs**\_\_ Unavailable Technology*  *Equipment (AVR/LCD)**\_\_ Science/ Computer/*  *Internet Lab**\_\_ Additional Clerical works* | *\_\_ Bullying among pupils**\_\_ Pupils’ behavior/attitude**\_\_ Colorful IMs**\_\_ Unavailable Technology*  *Equipment (AVR/LCD)**\_\_ Science/ Computer/*  *Internet Lab**\_\_ Additional Clerical works* | *\_\_ Bullying among pupils**\_\_ Pupils’ behavior/attitude**\_\_ Colorful IMs**\_\_ Unavailable Technology*  *Equipment (AVR/LCD)**\_\_ Science/ Computer/*  *Internet Lab**\_\_ Additional Clerical works* | *\_\_ Bullying among pupils**\_\_ Pupils’ behavior/attitude**\_\_ Colorful IMs**\_\_ Unavailable Technology*  *Equipment (AVR/LCD)**\_\_ Science/ Computer/*  *Internet Lab**\_\_ Additional Clerical works* |
| 1. What innovation or localized materials did I use/discover which I wish to share with other teachers?
 | **Planned Innovations:****\_\_ Localized Videos** **\_\_ Making big books from**  **views of the locality****\_\_ Recycling of plastics to be used as Instructional Materials****\_\_ local poetical composition** | **Planned Innovations:****\_\_ Localized Videos** **\_\_ Making big books from**  **views of the locality****\_\_ Recycling of plastics to be used as Instructional Materials****\_\_ local poetical composition** | **Planned Innovations:****\_\_ Localized Videos** **\_\_ Making big books from**  **views of the locality****\_\_ Recycling of plastics to be used as Instructional Materials****\_\_ local poetical composition** | *Planned Innovations:**\_\_ Localized Videos* *\_\_ Making big books from*  *views of the locality**\_\_ Recycling of plastics to be used as Instructional Materials**\_\_ local poetical composition* | *Planned Innovations:**\_\_ Localized Videos* *\_\_ Making big books from*  *views of the locality**\_\_ Recycling of plastics to be used as Instructional Materials**\_\_ local poetical composition* |