



**GRADES 1 to 12
DAILY LESSON LOG**

School:

Grade Level:

Teacher: DepedTrends.com

Learning Area:

Teaching Dates and Time:

Quarter:

I. OBJECTIVES	
A. Content Standards	The learner's demonstrate an understanding of the information stored in DNA as being used to make proteins.
B. Performance Standards	
C. Learning Competencies Write the LC code for each	Explain how protein is made using information from DNA S10LT-IIIId- 37
D. Learning Objectives	Make a model to show how the order of bases in RNA determines the order of bases in mRNA.
II. CONTENT	TRANSCRIPTION
III. LEARNING RESOURCES	
A. References	
1. Teacher's Guide pages	
2. Learner's Materials pages	273-275
3. Textbook pages	
4. Additional Materials from Learning Resource (LR) portal	
B. Other Learning Resources	
IV. PROCEDURES	
A. Reviewing previous lesson or presenting the new lesson (2 mins.) elicit	Recalling nitrogenous bases of DNA & RNA. Identifying types of RNA. DNA- Adenine with Thymine, Cytosine with Guanine RNA- Adenine with Uracil, Cytosine with Guanine Types of RNA 1. Messenger RNA 2. Transfer RNA 3. Ribosomal RNA
B. Establishing a purpose for the lesson (1 min.) Engage	What do you think is the role of RNA in making proteins in the cell. Gets the information from the DNA on how the protein should be assembled.
C. Presenting examples/ instances of the new lesson Explore (2-5 mins.)	How does the information in DNA, which is found in the nucleus, move to the ribosome in the cytoplasm? The mRNA carries the information of the genes in the DNA through the DNA-dependent RNA synthesis or transcription. In eukaryotes, the mRNA moves from the nucleus to the cytoplasm, where the information is translated into proteins with the help of ribosomes.
D. Discussing new concepts and practicing new skills #1 Explain (15 mins.)	Perform Activity 3. What is the Message.
E. Discussing new concepts and practicing new skills#2 (10 mins.)	Follow procedures in making a model showing the order of bases in DNA in determining the order of bases in mRNA.
F. Developing mastery	Does the mRNA made more closely resemble the DNA strand from which it was transcribed?

(Leads to Formative Assessment 3) (12 mins.) Elaborate	It can be unzipped by RNA polymerase and make corresponding RNA that maybe translated proteins required by the cell. This is important to keep the integrity of the DNA as the basis of heredity but at the same time produce the products that are encoded in the genes.										
G. Finding practical applications of concepts and skills in daily living (3 mins.)	Differentiate the role of the 3 types of RNA in protein synthesis. 1. Messenger RNA-brings information from the DNA in the nucleus to the protein manufacturing area, the cytoplasm. 2. Ribosomal RNA- holds tightly into the mRNA using it's information to assemble the amino acids in correct order. 3. Transfer RNA- supplies amino acids to the ribosome to be assembled as protein.										
H. Making generalizations and abstractions about the lesson (3 mins)	What is the role of RNA in making proteins in the cell. Gets the information from the DNA on how the protein should be assembled.										
I. Evaluating learning (8 mins)	<table border="1" data-bbox="624 611 1224 1104"> <thead> <tr> <th>Points</th><th>Description</th></tr> </thead> <tbody> <tr> <td>4</td><td> - Students understanding of concept is clearly evident - Student uses effective strategies to get accurate results - Student uses logical thinking to arrive at conclusion </td></tr> <tr> <td>3</td><td> - Students understanding of the concept is evident - Student uses appropriate strategies to arrive at a result - Student shows thinking skills to arrive at conclusion </td></tr> <tr> <td>2</td><td> - Student has limited understanding of a concept - Student uses strategies that are ineffective - Student attempts to show thinking skills </td></tr> <tr> <td>1</td><td> - Student has a complete lack of understanding of concept - Student makes no attempt to use a strategy - Student shows no understanding </td></tr> </tbody> </table> Will be evaluated using rubric on model presentation for transcriptio	Points	Description	4	- Students understanding of concept is clearly evident - Student uses effective strategies to get accurate results - Student uses logical thinking to arrive at conclusion	3	- Students understanding of the concept is evident - Student uses appropriate strategies to arrive at a result - Student shows thinking skills to arrive at conclusion	2	- Student has limited understanding of a concept - Student uses strategies that are ineffective - Student attempts to show thinking skills	1	- Student has a complete lack of understanding of concept - Student makes no attempt to use a strategy - Student shows no understanding
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J. Additional activities for application or remediation (1 min)	Explain figure 6 briefly.										
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?											

Prepared by:

Checked by

Teacher

School Head

Observed by: _____