

<b>GRADES 1 TO 12 DAILY LESSON LOG</b>	<b>SCHOOL</b>	Tondol National High School	<b>GRADE LEVEL</b>	12- Frost
	<b>TEACHER</b>	Carl John C. Carolino	<b>LEARNING AREA</b>	Creative Writing
	<b>TEACHING DATES AND TIME</b>	October 31- November 4, 2022/ 12:45-2:45 PM Tuesdays and Thursdays	<b>QUARTER</b>	2/ Week 1

	<b>SESSION 1</b>	<b>SESSION 2</b>	<b>SESSION 3</b>	<b>SESSION 4</b>
<b>I.OBJECTIVES</b>	Objectives must be met over the week and connected to the curriculum standards. To meet the objectives, necessary procedures must be followed and if needed, additional lessons, exercises and remedial activities may be done for developing content knowledge and competencies. These are assessed using Formative Assessment strategies. Valuing objectives support the learning of content and competencies and enable to find significance and joy in learning the lessons. Weekly objectives shall be derived from the curriculum guides.			
<b>A.Content Standards</b>	The learners have an understanding of drama as a genre and are able to analyze its elements and techniques.			
<b>B.Performance Standards</b>	The learners shall be able to compose at least one scene for a one-act play that can be staged.			
<b>C.Learning Competencies/Objectives</b> <b>Write the LC Code for each</b>	Identify the various elements, techniques, and literary devices in drama (HUMSS CW/MPIj-IIc-15)	Identify the various elements, techniques, and literary devices in drama (HUMSS CW/MPIj-IIc-15)	Identify the various elements, techniques, and literary devices in drama (HUMSS CW/MPIj-IIc-15)	Identify the various elements, techniques, and literary devices in drama (HUMSS CW/MPIj-IIc-15)
<b>II.CONTENT</b>	Content is what the lesson is all about. It pertains to the subject matter that the teacher aims to teach. In the CG, the content can be tackled in a week or two.			
	Drama: Its Origin and Qualities	Plot as an Element of Drama	Characters and Setting as Elements of Drama	Point of View and Dialogue as Elements of Drama
<b>III.LEARNING RESOURCES</b>	List the materials to be used in different days. Varied sources of materials sustain children's interest in the lesson and in learning. Ensure that there is a mix of concrete and manipulative materials as well as paper- based materials. Hands- on learning promotes concept development.			
<b>A.References</b>				
<b>1.Teacher's Guides/Pages</b>				
<b>2.Learner's Materials Pages</b>				
<b>3.Textbook Pages</b>	Creative Writing by Louyzza Maria Victoria H. Vasquez and Gabriela Lee, pp. 142- 143	Creative Writing by Louyzza Maria Victoria H. Vasquez and Gabriela Lee, p. 146	Creative Writing by Louyzza Maria Victoria H. Vasquez and Gabriela Lee, p. 147	Creative Writing by Louyzza Maria Victoria H. Vasquez and Gabriela Lee, pp. 147-148
<b>4.Additional Materials from Learning Resources (LR) portal</b>				
<b>B.Other Learning Resources</b>				
<b>IV.PROCEDURES</b>	These steps should be done across the week. Spread out the activities appropriately so that students will learn well. Always be guided by demonstration of learning by the students which you can infer from formative assessment activities. Sustain learning systematically by providing students with multiple ways to learn new things, practice their learning processes, and draw conclusions about what they learned in relation to their life experiences and previous knowledge, indicate the time allotment for each step.			

<b>A.Reviewing previous lesson or presenting the new lesson</b>	State the learning competency and objectives to be attained in the session.	Review the learners about the origin of drama and its forms.	Review the learners about plot as an element of drama.	Review the learners about characters and setting as elements of drama.
<b>B.Establishing a purpose for the lesson</b>	The learners will accomplish a semantic web about 'drama'	Ask the learners what they know about "Family Feud".	Ask the learners how they visualize Romeo and Juliet.	In Their Shoes Activity  Direction: The learners will write how Romeo and Juliet view their lives on a piece of paper. Then, they will paste them on printed pictures of shoes.
<b>C.Presenting examples/instances of the new lesson</b>	You're So Dramatic Activity  Direction: The learners will state their idea about the statement, "You're so dramatic". Then, they will give a situation where they are called using that statement.	Ask the learners what are the sources or reasons why families or family members are not on good terms?	Ask the learners what they think about Italy.	Heartily Conversations Activity  Direction: The learners will give their reactions on the lines of conversations between Romeo and Juliet.
<b>D.Discussing new concepts and practicing new skills #1</b>	Discuss the origin of drama.	Discuss plot as an element of drama.	Discuss character as an element of drama.	Discuss point of view as an element of drama.
<b>E.Discussing new concepts and practicing new skills #2</b>	Discuss the forms of drama.	Discuss conflict as part of plotting in drama.	Discuss setting as an element of drama.	Discuss dialogue as an element of drama.
<b>F.Developing mastery (Leads to formative assessment)</b>	The learners will answer a matching type test about drama.	The learners will read some parts of the drama, "Romeo and Juliet" by William Shakespeare. Then, they will fill out the Freytag's Plot Pyramid sheet.	The learners will do characterization of some of the characters in the drama, "Romeo and Juliet".  Then, the learners will try to draw one place in the said drama.	The learners will identify the point of view present in the drama, "Romeo and Juliet".  Then, the learners will guess who said the lines from the said drama.
<b>G.Finding practical/applications of concepts and skills in daily living</b>	Ask:  How can the forms of drama help you to handle problems in your life?	Ask:  How can plot of a drama help you to amend relationships with your family?	Ask:  How can characters and settings as elements help you to be respectful to the places you are planning to visit?	Ask:  How can point of view and dialogue help you to converse with other people?
<b>H. Making generalizations and abstractions about the lesson</b>	The learners will state their learning takeaways.	The learners will state their learning takeaways.	The learners will state their learning takeaways.	The learners will state their learning takeaways.

I.Evaluating Learning		The learners will determine the conflict existing in "Romeo and Juliet".		
J.Additional activities for application or remediation				
<b>V.REMARKS</b>				
<b>VI.REFLECTION</b>	Reflect on your teaching and assess yourself as a teacher. Think about your students, progress this week. What works? What else needs to be done to help the students learn? Identify what help your instructional supervisors can provide for you so when you meet them, you can ask relevant questions.			
A.No. of learners who earned 80% of the formative assessment				
B.No. of learners who require additional activities to 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 material did I use/discover which I wish to share with other teachers?				

Prepared by:

Checked and Noted:

**CARL JOHN C. CAROLINO**

Teacher II