




 GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	I
	Teacher:		Learning Area:	ENGLISH
	Teaching Dates and Time:		Quarter:	3RD QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES					
A. Content Standards	The learner... demonstrates understanding of useful strategies for purposeful literacy learning	The learner... demonstrates understanding of useful strategies for purposeful literacy learning	The learner... demonstrates understanding of useful strategies for purposeful literacy learning	The learner... demonstrates understanding of useful strategies for purposeful literacy learning	The learner... demonstrates understanding of useful strategies for purposeful literacy learning
B. Performance Standards	The learner... uses strategies independently in accomplishing literacy-related tasks	The learner... uses strategies independently in accomplishing literacy-related tasks	The learner... uses strategies independently in accomplishing literacy-related tasks	The learner... uses strategies independently in accomplishing literacy-related tasks	The learner... uses strategies independently in accomplishing literacy-related tasks
C. Learning Competencies/ Objectives Write the LC for each	ENIPA-111a3-2.2 Recognize rhyming words in nursery rhymes, poems and song heard. EN1PA-IIIa-b- 3.1 Give the number of syllables of given words.	EN1V-IIIa-e-5 Use words that are related to self, family, school, community, and concepts such as the names for colors, shapes, and numbers	EN1OL-IIIa-e-1.5 Use/Respond appropriately to polite expressions EN1OL-IIIa-1.5.1 greetings EN1OL-IIIb-1.5.2 leave takings	EN1G-IIIa-1.1 Recognize sentences and non-sentences EN1G-IIIb-1.4 Recognize simple sentences	EN1LC-IIIa-j- 1.1 Listen to short stories/poems and 1. note important details pertaining to a. character b. setting c. events
II. CONTENT	Recognize rhyming words	Family Members	Use/Respond appropriately polite expressions	Sentences	Listen to short stories/poems
III. LEARNING RESOURCES	Basa Pilipinas TG	Basa Pilipinas TG	Basa Pilipinas TG	Basa Pilipinas TG	Basa Pilipinas TG
A. References	Pages 10-12	Pages 12-15	Pages 15-18	Pages 19-21	Pages 21-23
1. Teacher’s Guide pages					
2. Learner’s Materials pages					
3. Textbook pages					
B. Other Learning Resources					
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	Teacher introduces the song “ Hello , How do you do?” in the class.	Teacher introduces the action song “Finger family Song” in the class.	Teacher introduces the song “ Hello , How do you do?” in the class.	Teacher introduces the poem, “Clap Your Hands” in the class.	Teacher introduces the poem, “Clap Your Hands” in the class.

	<p>Song: “ Hello , How do you do?” Hello, hello, hello Hello, how do you do? I’m glad to be with you And you, and you, and you La la la la la lal (repeat twice)</p>	<p>Pupils will singe while doing the action of the song. Song: Finger family Song Father Finger, Father Finger Where are you? How do you do? Repeat the song. Change father to * Mother *brother *sister *baby</p>	<p>Song: “ Hello , How do you do?” Hello, hello, hello Hello, how do you do? I’m glad to be with you And you, and you, and you La la la la la lal (repeat twice)</p>	<p>Teacher reads while pointing at the words of the poem.</p> <p>Pupils recite while doing the actions in the poem. “Clap Your Hands” Clap your hands Touch your toes Turn around Put fingers on your nose Flap your arms Jump up high Wiggle you fingers And reach for the sky.</p>	<p>Teacher reads while pointing at the words of the poem.</p> <p>Pupils recite while doing the actions in the poem. “Clap Your Hands” Clap your hands Touch your toes Turn around Put fingers on your nose Flap your arms Jump up high Wiggle you fingers And reach for the sky.</p>
B. Establishing a purpose for the lesson	<p>Teacher divides the class into small groups with 4-6 members. Each group will form a circle. Members of the group pass around a special microphone and introduce themselves to their group mates. Teacher moves around the room as the pupils do the activity. <u>My names is (teacher’s name)</u> <u>What’s your name?</u></p>	<p>Teacher asks the pupils to bring out their homework.</p> <p>Teacher gives the pupils 1-2 minutes to discuss their work. Pupils also share who in their family helped them to do their homework</p>	<p>Teacher shows picture of a situation when greetings and leave taking are used. Pupils say the appropriate greeting or leaving.</p> <p><i>Hi! Hello</i> <i>How are you?</i></p> <p><i>Good afternoon.</i> <i>Good evening.</i></p>	<p>Teacher post a sentence and phrase on the board. Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more</p>	<p>Activating prior Knowledge. Teacher shows a picture of a grade 1 pupil receiving a ribbon from her teacher. Pupils study the picture</p>
C. Presenting examples/instances of the new lesson	<p>Teacher reads the song “ Hello , How do you do?” While pointing at the words. Pupils then identify the rhyming words in it.</p>		<p>Teacher post the greetings in English for each picture on the board and reads them in the class.</p>	<p>Teacher reads the examples and explains the difference between a sentence and a phrase.</p> <p><i>Elsa goes to school.</i></p> <p><i>Notebook and pencil</i></p>	<p>Present a picture to tell the story about “Polite Cora”.</p>
D. Discussing new concept and practicing new skills #1	<p>Teacher shows pictures of rhyming words in the class. Then reads the names of the picture. Pupils say the name of the pictures after the teacher reads each one.</p>	<p>Teacher shows a picture of family and separate pictures of father, mother, brother, sister, baby and grandparents in the class.</p> <p>Teacher will post and label the name under each picture. (family picture)</p>	<p>Pupils say each greeting.</p>	<p>Teacher post a table on the board. Pupils read the sentence in the table and study each one.</p> <p>Teacher explains that sentences in MTB, Filipino and English and differences.</p>	<p>Pupils listen and answer the teacher’s question about the story: “ Polite Cora” Everyone likes Cora. She greets everyone with a smile. She greets the Guard in school “Good morning!”</p>

					<p>She greets the principal “Good afternoon!”</p> <p>When she sees him.</p> <p>And when classes are over, she says good bye to everyone.</p> <p>At night, she greets father “Good evening!” and gives him a kiss on the cheek.</p> <p>She hugs mother and tells “Good night!”</p> <p>Before she goes to sleep.</p> <p>Everyone likes Cora because she is polite.</p>
E. Discussing new concepts and practicing new skills #2	Present another set of poem. Pupil will identify the rhyming words		<p>Teacher then introduces leave takings to the class.</p> <p><i>Good night.</i></p> <p><i>Goodbye.</i></p> <p><i>See you!</i></p> <p><i>See you later.</i></p> <p><i>See you soon.</i></p>	Teacher reads sample sentences and phrases posted on the board.	<p>Ask the following questions about the story.</p> <ol style="list-style-type: none">1. Who are the characters in the story?2. Where can we find Cora and the guard/ principal/ classmates?3. What happens when Cora sees the guard at school?4. What happens when Cora sees the principal?5. What does Cora say to father when he comes home?6. What does Cora tell Mother before she goes to sleep?7. Why does everyone like Cora?
F. Developing mastery (Leads to formative assessment)			Teacher asks the pupils to practice saying greetings and leave takings by group and pairs.	<p>Pupils say whether what the teacher reads is a sentence or phrase.</p> <ol style="list-style-type: none">1. Families watched the parade.2. Chairs and tables	

				<div>3. Children are dancing.</div> <div>4. The cotton candy</div> <div>5. The mayor is speaking.</div>	
G. Finding practical/ application of concepts and skills in daily living		Teacher divides the class into 5 groups, assigns stanza of the “ Finger Family Song” to each group. Pupils then sing the part of the song assigned to them.		Let the pupils give example of sentence and phrase using the picture presented.	
H. Making generalizations and abstractions about the lesson	What do we call to words that have the same sound?	Who are the members of the family?	What are the polite expressions we learned today?	What is sentence? Phrase?	
I.Evaluating Learning	<div>Write / if the two sets of words are rhyme.</div> <div><div>1. boy-toy</div><div>2. can-fan</div><div>3. mail-pail</div><div>4. say-day</div><div>5. top-mop</div></div>	<div>Connect the words in the Picture.</div> <div><div><div>1.</div><div></div><div>a. Baby</div></div><div><div>2.</div><div></div><div>b. Brother</div></div><div><div>3.</div><div></div><div>c. Father</div></div><div><div>4.</div><div></div><div>d. Mother</div></div><div><div>5.</div><div></div><div>e. Sister</div></div></div>	<div>Oral:</div> <div>Let the pupils recite the polite expression they learned.</div>	<div>Write S- if it is a sentence and P- phrase.</div> <div><div>1. The boys are playing a ball.</div><div>2. the teacher</div><div>3. Lina is cleaning the yard.</div><div>4. The Father is fixing the broken fence.</div><div>5. is watering</div></div>	
J. Additional activities for application or remediation	Cut 3 pictures of 3 pairs of rhyming words from old magazine. Paste it on your notebook.	Paste your own family picture on your notebook.	Practice at home using the polite expression they learned today.	Give 2 examples of sentences and 3 examples of phrase.	
V. REMARKS					

VI. REFLECTION					
A.No. of learners who earned 80% in the evaluation					
B.No. of learners who require additional activities for remediation who scored below 80%					
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?	<i>Strategies used that work well:</i> ___ 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 <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	<i>Strategies used that work well:</i> ___ 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 <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	<i>Strategies used that work well:</i> ___ 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 <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	<i>Strategies used that work well:</i> ___ 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 <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	<i>Strategies used that work well:</i> ___ 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 <i>Why?</i> ___ 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	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology

	Equipment (AVR/LCD) __ Science/ Computer/ Internet Lab __ Additional Clerical works <i>Planned Innovations:</i> __ Localized Videos __ Making big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition	Equipment (AVR/LCD) __ Science/ Computer/ Internet Lab __ Additional Clerical works <i>Planned Innovations:</i> __ Localized Videos __ Making big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition	Equipment (AVR/LCD) __ Science/ Computer/ Internet Lab __ Additional Clerical works <i>Planned Innovations:</i> __ Localized Videos __ Making big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition	Equipment (AVR/LCD) __ Science/ Computer/ Internet Lab __ Additional Clerical works <i>Planned Innovations:</i> __ Localized Videos __ Making big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ local poetical composition	Equipment (AVR/LCD) __ Science/ Computer/ Internet Lab __ Additional Clerical works <i>Planned Innovations:</i> __ 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?	<i>The lesson have successfully delivered due to:</i> __ pupils' eagerness to learn __ complete/varied IMs __ uncomplicated lesson __ worksheets __ varied activity sheets <i>Strategies used that work well:</i> __ 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 <i>Why?</i> __ Complete IMs __ Availability of Materials __ Pupils' eagerness to learn __ Group member's Cooperation in doing their tasks	<i>The lesson have successfully delivered due to:</i> __ pupils' eagerness to learn __ complete/varied IMs __ uncomplicated lesson __ worksheets __ varied activity sheets <i>Strategies used that work well:</i> __ 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 <i>Why?</i> __ Complete IMs __ Availability of Materials __ Pupils' eagerness to learn __ Group member's Cooperation in doing their tasks	<i>The lesson have successfully delivered due to:</i> __ pupils' eagerness to learn __ complete/varied IMs __ uncomplicated lesson __ worksheets __ varied activity sheets <i>Strategies used that work well:</i> __ 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 <i>Why?</i> __ Complete IMs __ Availability of Materials __ Pupils' eagerness to learn __ Group member's Cooperation in doing their tasks	<i>The lesson have successfully delivered due to:</i> __ pupils' eagerness to learn __ complete/varied IMs __ uncomplicated lesson __ worksheets __ varied activity sheets <i>Strategies used that work well:</i> __ 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 <i>Why?</i> __ Complete IMs __ Availability of Materials __ Pupils' eagerness to learn __ Group member's Cooperation in doing their tasks	<i>The lesson have successfully delivered due to:</i> __ pupils' eagerness to learn __ complete/varied IMs __ uncomplicated lesson __ worksheets __ varied activity sheets <i>Strategies used that work well:</i> __ 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 <i>Why?</i> __ Complete IMs __ Availability of Materials __ Pupils' eagerness to learn __ Group member's Cooperation in doing their tasks