

GRADES 1 TO 12 DAILY LESSON LOG	SCHOOL	Tondol National High School	GRADE LEVEL	11-Ada/Ampere/Lettuce/Shakespeare
	TEACHER	Carl John C. Carolino	LEARNING AREA	Oral Communication in Context
	TEACHING DATES AND TIME	August 29- September 2, 2022 Tuesdays and Fridays 11-Ada/ Ampere/ Lettuce (7:30-9:30 AM) 11- Shakespeare (9:45- 11:00 AM)	QUARTER	1

	SESSION 1	SESSION 2	SESSION 3	SESSION 4
I.OBJECTIVES	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.			
A.Content Standards	The learner understands the nature and elements of oral communication in context.			
B.Performance Standards	The learner designs and performs effective controlled and uncontrolled oral communication activities based on context.			
C.Learning Competencies/Objectives Write the LC Code for each	Explains the functions, nature and process of communication (EN11/12OC-Ia-2)	Explains the functions, nature and process of communication (EN11/12OC-Ia-2)	Differentiates the various models of communication (EN11/12OC-Ia-3)	Differentiates the various models of communication (EN11/12OC-Ia-3)
II.CONTENT	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.			
	Verbal communication	Nonverbal communication	Models of communication	Models of communication
III.LEARNING RESOURCES	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.			
A.References				
1.Teacher's Guides/Pages				
2.Learner's Materials Pages			Oral Communication in Context Quarter 1 – Module 2: Communication Models, pp. 1;4-13; 16	Oral Communication in Context Quarter 1 – Module 2: Communication Models, pp. 1;4-13; 16
3.Textbook Pages	Oral Communication in Context Textbook by Philippe John Sipacio and Anne Richie Balgos, pp. 10-11	Oral Communication in Context Textbook by Philippe John Sipacio and Anne Richie Balgos, pp. 10-11		
4.Additional Materials from Learning Resources (LR) portal				
B.Other Learning Resources	https://harappa.education/harappa-diaries/verbal-communication-and-its-types/	Oral Communication in Context by Ramona S. Flores, pp.18-23		

	https://www.youtube.com/watch?v=ExKCcndqK5c			
IV.PROCEDURES	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.			
A.Reviewing previous lesson or presenting the new lesson	Review the learners about functions of communication.	The class will review the lesson about verbal communication.	The class will recall the types of verbal and nonverbal communication.	The class will recall the models of communication being discussed yesterday.
B.Establishing a purpose for the lesson	Ask the learners about how they listen to a person when engaged in a conversation. Ask them how they talk and how they are able to do feedback.	The class will play “Charades” sports edition.	Ask the class what they about a globe.	
C.Presenting examples/instances of the new lesson	<p>The class will watch “Talking Fast With a Record-Setting Speed Talker”, a content of Great Big Story.</p> <p>Ask the learners what are their comments to what they have watched.</p> <p>Then, the class will try to recite the tongue twister:</p> <p>Peter Piper picked a peck of pickled peppers. A peck of pickled peppers Peter Piper picked. If Peter Piper picked a peck of pickled peppers, Where’s the peck of pickled peppers Peter Piper picked?</p>	The class will ponder on what makes a conversation successful. Introduce to them the concept of nonverbal communication.	Present them a globe and call some learners to locate countries, continents, and oceans. After that, ask the class the importance of having a globe to understand geography.	
D.Discussing new concepts and practicing new skills #1	Discuss verbal communication. Elucidate the following elements: tone, speed, volume, grammar, and vocabulary.	Present to the class the different types of nonverbal communication.	Discuss the different models of communication.	
E.Discussing new concepts and practicing new skills #2	Explain to the class the importance of the following when one is engaged in verbal communication:	Discuss the importance of mastery of nonverbal communication.		

	appropriateness, brevity, clarity, ethics, and vividness.			
F.Developing mastery (Leads to formative assessment)	The learners will answer identification test activity about verbal communication.	The learners will do an identification test about nonverbal communication.	The learners will fill out the Venn diagram on page 13.	The learners will have a group work about demonstrating a communication model. Each group need to choose a communication model to act or demonstrate. Each group are given a minimum of three minutes and a maximum of five minutes.
G.Finding practical/applications of concepts and skills in daily living	Ask the learners how verbal communication can help them to form relationships?	Ask the learners how nonverbal communication can help them to attain in clarity in speaking to people.		
H. Making generalizations and abstractions about the lesson	The learners will give their key takeaways about the lesson.	The learners will give details on the different types of nonverbal communication.	The class will answer What I Have Learned questions on page 16.	
I.Evaluating Learning		The learners will answer Exercise V in Oral Communication in Context book written by Sipacio and Balgos on page 11.		The learners will present their group performance.
J.Additional activities for application or remediation		<p>The learners need to do a performance task demonstrating their understanding on verbal or nonverbal communication.</p> <p>They may choose from the following:</p> <ol style="list-style-type: none"> 1. Deliver at least two famous lines from two different movies or shows. 2. Do a voice message on Messenger about taking care of mental health. 3. Upload five pictures showing facial expressions on Facebook. 		

		4. Upload at least two photos or one video showing the observance of safety protocols against COVID-19 on Facebook.		
V.REMARKS				
VI.REFLECTION	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:

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Teacher II

Checked and Noted:

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