

 GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	I
	Teacher:		Learning Area:	ENGLISH
	Teaching Dates and Time:	Week 5	Quarter:	4TH QUARTER

I. OBJECTIVES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
A. Content Standards	Listening Comprehension -The learner demonstrates understanding of story elements and text structures for effective oral expression. Oral Language -The learner demonstrates understanding of familiar words used to communicate personal experiences, ideas, thoughts, actions, and feelings. (PA) The learner demonstrates understanding of sounds and sound patterns for production of words	Listening Comprehension -The learner demonstrates understanding of story elements and text structures for effective oral expression	Grammar -The learner demonstrates understanding of concepts of nouns and adjectives for identification and description	Grammar -The learner demonstrates understanding of concepts of nouns and adjectives for identification and description (Vocabulary) The Learner demonstrates understanding of familiar English words for effective communication	Grammar -The learner demonstrates understanding of concepts of nouns and adjectives for identification and description (Vocabulary) The Learner demonstrates understanding of familiar English words for effective communication
B. Performance Standards	Listening Comprehension -The learner correctly identifies elements of literary and informational texts to aid meaning getting. Oral Language -The learner Shares/express personal ideas, thoughts, actions, and feelings using familiar words. (PA) The learner manipulates skilfully the speech sounds through simple meaningful guided conversations	Listening Comprehension -The learner correctly identifies elements of literary and informational texts to aid meaning getting.	Grammar -The learner correctly names people, objects, places and things through theme-based activities.	Grammar -The learner correctly names people, objects, places and things through theme-based activities. (Vocabulary) The learner uses basic vocabulary to independently express ideas about personal, home, school and community experiences	Grammar -The learner correctly names people, objects, places and things through theme-based activities. (Vocabulary) The learner uses basic vocabulary to independently express ideas about personal, home, school and community experiences
C. Learning Competencies/ Objectives Write the LC for each	EN1LC-IIIa-j- 1.1	EN1LC-IVa-j- 1.1	EN1LC-IIIa-j- 1.1	EN1G-IVf-j-5 Adjectives -Recognize describing words for people, objects, things and	EN1G-IVa-e-3.4 Recognize common action words in stories listened to

	Listen to short stories/poems and Identify the problem and solution. EN1OL-IVa-j-1.3.1 Talk about stories heard when and where it took place the characters and some important details of the story EN1PA-IVc-e-2.4 Supply rhyming words in response to spoken words	Listen to short stories/poems and Predict possible ending of a story read	Listen to short stories/poems and Discuss, illustrate, dramatize specific events	places (color, shape, size, height, weight, length, distance, etc.)	EN1V-IVa-e-3 Sort and Classify familiar words into basic categories (colors, shapes, foods, etc)
II. CONTENT					
III. LEARNING RESOURCES					
A. References					
1. Teacher's Guide pages	Pages 90-92	Pages 93-95	Pages 96-98	Pages 98-100	Pages 101-103
2. Learner's Materials pages	Page 93	Page 94	Page 95	Page 96	Page 97
3. Textbook pages					
B. Other Learning Resources					
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	Singing of a song "jack and jill" Let the pupils give words that rhyme with the highlighted words in the song. Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	Introduces the song " down at the station". Lyrics is at TG on page 285 -let the pupils give the words that rhyme with the highlighted words in the song.	Singing of a song "twinkle twinkle little star" -let the pupils give the words that rhyme with the highlighted words in the song.	Singing of a song "shape song" Lyrics of a song is at TG on page 291 -pupils give words that rhyme with the highlighted words in the song.	Singing of a song " baa baa black sheep" Pupils give words that rhyme with the highlighted words in the song.
B. Establishing a purpose for the lesson	Teacher: Today, you will listen to a story entitled "si nina sa bayan ng daldalina"	Teacher: Today, we are going to continue to read the second part of the story entitled "si nina sa bayan ng daldalina"	Teacher: Today, we are going to continue to read the third part of the story entitled "si nina sa bayan ng daldalina"	Teacher: Today, you will identify the adjectives.	Teacher: Today, we will identify prepositions.
C. Presenting examples/instances of the new lesson	Posts a picture on the board. Have the pupils answer the teachers questions.	Ask a volunteer to recall the events of the story they heard yesterday.	Teacher posts a picture on the board.	Posts a picture on the board (pic. Is at TG on page 292)	Posts a picture on the board. Encourage each to answer some questions about the picture.

				-pupils answer questions about the picture and talk about it. 	(pic. Is at TG on page 294) 
D. Discussing new concept and practicing new skills #1	Call some pupils to come in front to share a story they heard about diwata.	Teacher reads pages 12-22 of the story in a class. Pupils will listen and answer the few questions about the story.	Teacher asks the pupils to retell the second part of the story. Encourage pupil to participate the discussion.	By pairs have them share with their seatmate the experiences on planting in your own garden. Give them 2-3 minutes to talk Call some of the pairs to share in class.	Divides the class into three groups. Group 1 : will look for the adjectives in the sentences. Group 2: will look for the verb Group 3: will look for the prepositions. (more discussion is at TG on page 294)
E. Discussing new concepts and practicing new skills #2	Show the cover page of the big book “si nina sa bayan ng daldalina”. Introduce the author and the Illustrator. As: What do you think Is the story all about?	Teacher : Write the new difficult words on the board. Explains the meanings of the difficult words in the story.	Teacher reads pages 24-31 of the story in a class Pupils then listen and answer a few questions about the story.	Teacher posts a chart and a list of words on the board. Let the pupils complete the chart by grouping the words according to the given category.	Encourage each member of the group to do the task Guide each group in making the task.
F. Developing mastery (Leads to formative assessment)	Teacher reads pages 4-11 of the story in a class. Pause at some parts of the story to ask questions.	Let pupils read the difficult words on the board. Encourage them to explain the meaning on their own.	-let the pupils read the difficult words on the board encourage them to explain the meaning on their own.	Encourage pupil to participate. More discussion is at TG on page 292	Call each group to present their works in front of the class.
G. Finding practical/ application of concepts and skills in daily living	Ask what new words in the story ” si nina sa bayan ng daldalina” that they do not understand. -let pupils identify the difficult words.	Asks questions about the story. -have the pupils think their own ending of the story.	By pairs. Asks each pair to talk about their favorite parts of the story.	Group activity: Have each group make 2 sentences using adjectives.	Posts pictures with label on the board. Let the pupils group the words according to the given category. (pls. refer to TG on page 295)

	-Teacher explains the meanings of difficult words in the story using gestures, facial expression,pictures,etc. -Teacher writes the new words on the board.	Teacher will compare the pupils ending story with the original ending of the story.			
H. Making generalizations and abstractions about the lesson	Ask: What is the story all about?	Ask: Are you satisfied when you are happy with something?	Ask: What lesson did you learn from the story?	Ask: What is adjectives?	Ask: What is prepositions?
I.Evaluating Learning	Direction: Circle the letter of the correct answer. (please refer to LM on page 93)	Direction: Look at the first two pictures in A. what will happen next? Color the picture in B that you think will happen next. (please refer to LM on page 94)	Direction: Color the picture that shows proper way of throwing the garbage. (please refer to LM on page 95)	Direction: Match the picture with the label by drawing a line. (please refer to LM on page 96)	Direction: Write “in” “on” or “under” on the blank. (Please refer to LM on page 97)
J. Additional activities for application or remediation	*let them retell the first part of the story to their families.	*let them retell the second part of the story to their families.	Asks the pupils to review adjectives.	Asks the pupils to review adjectives.	
V. REMARKS					
VI. REFLECTION					
A.No. of learners who earned 80% in the evaluation	___ 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
B.No. of learners who require additional activities for remediation who scored below 80%	___ 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
C. 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
D. 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
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	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary	<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	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	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	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	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 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	☐ 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	☐ 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	☐ 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	☐ 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
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	<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	<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	<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	<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

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