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| Description: DEPED-NEW_e78wysqt  **GRADES 1 to 12**  **DAILY LESSON LOG** | **School:** | **DepEdClub.com** | **Grade Level:** | **I** |
| **Teacher:** | **File created by Ma’am NINA SHERRY L. CLEMENTE** | **Learning Area:** | **ENGLISH** |
| **Teaching Dates and Time:** | **FEBRUARY 20 – 24, 2023 (WEEK 2)** | **Quarter:** | **3RD QUARTER** |

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|  | **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** | **EN1PA-IIIa-e-2.2**  Recognize rhyming words in nursery rhymes, poems, songs heard  **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  **EN1LC-IIIa-j- 1.1**  **Listen to short stories/poems** and give the correct sequence of three events | **EN1OL-IIIa-j-1.3.1**  Talk about stories heard when and where it took place  the characters and  some important details of the story  **EN1LC-IIIa-j- 1.1**  **Listen to short stories/poems** and give the correct sequence of three events | **EN1OL-IIIa-j-1.3.1**  Talk about stories heard when and where it took place  the characters and  some important details of the story  **EN1LC-IIIa-j- 1.1**  **Listen to short stories/poems** and give the correct sequence of three events | **EN1OL-IIIa-e-1.5** Use/Respond appropriately to polite expressions  **EN1OL-IIIc-1.5.3** expressing gratitude and apology | **EN1G-IIIa-e-1**  **Sentences**  **EN1G-IIIb-1.4**  Recognize simple sentences |
| **II. CONTENT** | * **Songs/Poems**   **Sharing Information** | * **Read Aloud Story:**   ***Sampung Magkakaibigan (Ten Friends)*** | * **Read Aloud Story:**   ***Sampung Magkakaibigan (Ten Friends)*** | * **Polite Expression**   **(Thank You and I’m Sorry)** | **Simple Sentences** |
| **III. LEARNING RESOURCES** |  |  |  |  |  |
| **A. References** |  |  |  |  |  |
| **1. Teacher’s Guide pages** | TG pages. 34-37 | TG pages. 37-39 | TG pages. 40-42 | TG pages. 43-44 | TG pages. 45-47 |
| **2. Learner’s Materials pages** |  |  |  |  |  |
| **3. Textbook pages** |  |  |  |  |  |
| **B. Other Learning Resources** |  |  |  |  |  |
| **IV. PROCEDURES** | | | | | |
| **A. Reviewing previous lesson or presenting the new lesson** | Sharing Information:  Hi! I’m \_\_\_. I’m \_\_ years old. | Sharing Information:  Teacher asks the pupils to share homework to their seatmates/ or in class | What is this?  http://www.eslkidstuff.com/blog/wp-content/uploads/2013/02/rainbow-song.gif | Teacher ass the pupils to bring out their homework  Sing a Song/Recite a Poem  “Thank You, song”  (Happy birthday Tune)  Thank you for the world so sweet  Thank you for the food we eat  Thank you for the birds that sing  Thank you for everything! | Teacher ass the pupils to bring out their homework  Sing a Song/Recite a Poem  “Thank You, song”  (Happy birthday Tune)  Thank you for the world so sweet  Thank you for the food we eat  Thank you for the birds that sing  Thank you for everything |
| **B. Establishing a purpose for the lesson** | Sing a Song/Recite a Poem  Ten Little Fingers | Sing a Song/Recite a Poem  Ten Little Fingers | Sing a Song/Recite a Poem  The rainbow Song  what are the colors of the rainbow?  Group Activity:  Hello everyone! My favorite color is \_\_\_\_\_.(One color)  Hello everyone! My favorite colors are\_\_\_\_\_.(Two or more colors)  Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more | http://www.clipartkid.com/images/395/boy-getting-present-clipart-boy-getting-present-clip-art-RYZRNl-clipart.gif images (19)  Teacher asks the pupils:  1st picture:  Who are they? What is he holding? What do you think he should say to his dad?  2nd picture:  Who are on the picture?  What are they doing?  What does the boy on the floor feel? Is he happy or angry? What should the boy say to his classmate? | Sharing Information:  Hi! I’m \_\_\_. I’m \_\_ years old.  My favorite color is \_\_\_\_\_. How about you?  My favorite color are \_\_\_\_. How about you? |
| **C. Presenting examples/instances of the new lesson** | Sharing Information:  Teacher asks the pupils to share information about the song. | Vocabulary:  *wonder*- pagtataka  *invite-* to asks someone to do something with you (ininmbita)  *realized*- to understand (naisip)  painful- masakit  *fought-* to hurt/ to argue with someone (inaway) | Vocabulary:  *approached*- to go or move near someone or something (lumapit)  *noise-* loud, unwanted noise (ingay) | Teacher introduces Polite Expressions;  Thank you ang I’m Sorry | download (33)  *I have a picture on the board. It is picture of Fiesta. Flipinos love Fiestas. We celebrate them in different places in our country* |
| **D. Discussing new concept and practicing new skills #1** | Vocabulary:  *overtook*-to get ahead someone in front of you (inunahan)  *noticed-*see (nakita)  *grabbed-t*o take or pull (inagaw)  *join-*sumali  *alone-*nobody is with somebody (mag-isa)  *serves you right-* (buti nga!) | Read Aloud Story:  *Sampung Magkakaibigan* (Ten Friends)  (pp.14-19) | Read Aloud Story:  *Sampung Magkakaibigan* (Ten Friends)  (pp.20-21) | Role Play | Tell which of the following are sentences and non-sentence.(phrase)  1.Fiestas are colorful.  2.lechon and rice  3.The food is delicious.  4.watching the parade |
| **E. Discussing new concepts and practicing new skills #2** | **Read Aloud Story**:  *Sampung Magkakaibigan* (Ten Friends)  (pp 1-13) | ***Pre-Reading Activities***  Teacher asks the pupils to recall the events of the story read on Day 1. | ***Pre-Reading Activities***  Teacher asks the pupils to recall the events of the story read on Day 2. | Teacher asks the pupils to act out situations when “Thank You and I’m Sorry” are used. | How did you know that it was a sentence?  Phrase? |
| **F. Developing mastery (Leads to formative assessment)** | ***Pre-Reading Activities***  Teacher asks questions to stimulate pupil’s interest  *During Reading Activities*  Teacher reads the first part of the story.  Teacher asks question s while reading the story. | ***During Reading Activities***  Teacher reads the second part of the story.  Teacher asks question s while reading the story. | ***During Reading Activities***  Teacher reads the third part of the story.  Teacher asks question s while reading the story. | Teacher asks situations where Thank you and I’m sorry should used. | The chick is yellow.  What is yellow? (chick)  What is the color of the chick?  (yellow)  The Chick is the ***subject.***  Yellow is the *predicate.* |
| **G. Finding**  **practical/**  **application of concepts and skills in daily living** | ***After Reading the Story***  Teacher asks the pupils questions about the story read. | ***After Reading the Story***  Teacher asks the pupils questions about the story read. | ***After Reading the Story***  Teacher asks the pupils questions about the story read | Have student's role play the following scenarios, showing the appropriate polite words to use in each situation. Give them time to prepare and practice, then present their skits for the class.  1. Your Grandmother gives you a puppy for your birthday.  2. Your best friend tells you your new shoes look really cool.  3. You want someone to pass you the salt, which is at the far end of the table.  4. You burp or sneeze in the middle of a conversation with your teacher.  5. You see your classmate trip and fall.  6. You accidentally spill someone’s carton of milk.  7. You have to squeeze between two people having a conversation, in order to get to your cubby or locker.  8. Your mom helps you with your homework.  9. You have to yawn when you are listening to your friend tell you about a movie he watched the night before.  10. You accidentally step on someone’s toe. | Underline the complete subject of each sentence below. Circle the complete predicate.  1. Colorful fireworks lit up the sky.  2. Doctor Sullivan and his talking parrot arrived at the party.  3. I bought a checkered shirt for Nathan. |
| **H. Making generalizations**  **and abstractions about the lesson** | Teacher asks the pupils to copy the new words written on the board and review them at home. | Teacher asks the pupils to copy the new words written on the board and review them at home. | Teacher asks the pupils to copy the new words written on the board and review them at home. | We say “*Thank you”,* when someone gives us something like gifts or food, when someone does something for us like opening the door and when someone says something nice about us.  We say “*I’m sorry”,* when we do or say something that hurts someone. | A sentence starts with capital/big letter.  The ***subject*** is the doer of the action.  The ***predicate*** tells us something about the topic or the action of the doer. |
| **I.Evaluating Learning** | Arrange the pictures based on what happened in the story | Arrange the pictures based on what happened in the story | Arrange the pictures based on what happened in the story | thumb107140825243943 | Say a complete sentence for each picture.  1.download (21) 2. download (34) 3. book-bag-clip-art-ayyjmd-clipart |
| **J. Additional activities for application or remediation** | Tell your family about the story you’ve heard. Then you asks your family to retell the story in return.  Remember the characters and the events of the story. | Review the words at home. | Draw some pictures. The 1st picture shows an event in the story when they think Karlo was unpleasant to his friends. The 2nd picture shows an event when Karlo is nice to his friends. |  |  |
| **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? | *Strategies used that work well:*  \_\_\_ 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  *Why?*  \_\_\_ Complete IMs  \_\_\_ Availability of Materials  \_\_\_ Pupils’ eagerness to learn  \_\_\_ Group member’s Cooperation in  doing their tasks | *Strategies used that work well:*  \_\_\_ 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  *Why?*  \_\_\_ Complete IMs  \_\_\_ Availability of Materials  \_\_\_ Pupils’ eagerness to learn  \_\_\_ Group member’s Cooperation in  doing their tasks | *Strategies used that work well:*  \_\_\_ 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  *Why?*  \_\_\_ Complete IMs  \_\_\_ Availability of Materials  \_\_\_ Pupils’ eagerness to learn  \_\_\_ Group member’s Cooperation in  doing their tasks | *Strategies used that work well:*  \_\_\_ 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  *Why?*  \_\_\_ Complete IMs  \_\_\_ Availability of Materials  \_\_\_ Pupils’ eagerness to learn  \_\_\_ Group member’s Cooperation in  doing their tasks | *Strategies used that work well:*  \_\_\_ 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  *Why?*  \_\_\_ 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  *Planned Innovations:*  \_\_ 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  *Planned Innovations:*  \_\_ 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  *Planned Innovations:*  \_\_ 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  *Planned Innovations:*  \_\_ 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  *Planned Innovations:*  \_\_ 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? | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets  *Strategies used that work well:*  \_\_\_ 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  *Why?*  \_\_\_ Complete IMs  \_\_\_ Availability of Materials  \_\_\_ Pupils’ eagerness to learn  \_\_\_ Group member’s Cooperation in  doing their tasks | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets  *Strategies used that work well:*  \_\_\_ 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  *Why?*  \_\_\_ Complete IMs  \_\_\_ Availability of Materials  \_\_\_ Pupils’ eagerness to learn  \_\_\_ Group member’s Cooperation in  doing their tasks | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets  *Strategies used that work well:*  \_\_\_ 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  *Why?*  \_\_\_ Complete IMs  \_\_\_ Availability of Materials  \_\_\_ Pupils’ eagerness to learn  \_\_\_ Group member’s Cooperation in  doing their tasks | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets  *Strategies used that work well:*  \_\_\_ 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  *Why?*  \_\_\_ Complete IMs  \_\_\_ Availability of Materials  \_\_\_ Pupils’ eagerness to learn  \_\_\_ Group member’s Cooperation in  doing their tasks | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets  *Strategies used that work well:*  \_\_\_ 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  *Why?*  \_\_\_ Complete IMs  \_\_\_ Availability of Materials  \_\_\_ Pupils’ eagerness to learn  \_\_\_ Group member’s Cooperation in  doing their tasks |