



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:	MARCH 13 – 17, 2023 (WEEK 5)	Quarter:	3 RD QUARTER

I. OBJECTIVES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
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	EN1LC-IIIa-j-1.1 Listen to short stories/poems and identify the speaker in the story or poem	EN1LC-IIIa-j-1.1 Listen to short stories/poems and identify the speaker in the story or poem	EN1LC-IIIa-j-1.1 Listen to short stories/poems and identify the speaker in the story or poem	EN1OL-IIIe-1.5.5 Use appropriate expressions for offering help	EN1G-IIIc-1.3; EN1G-IIId-1.3; EN1G-IIIf-1.3 Recognize telling and asking sentences • Identify the action words in sentences* • EN1PA-IIIa-b-3.1 Give the number of syllables of given words
II. CONTENT	The Story of Peles ‘s Tomatoes	The Story of Peles ‘s Tomatoes	The Story of Peles ‘s Tomatoes	Polite Expressions for Offering Help	Telling and Asking Sentence
III. LEARNING RESOURCES					
A. References					
1. Teacher’s Guide pages	TG pages 89- 98	TG pages. 99 - 101	TG pages 102 - 105	TG pages 105 - 107	TG pages 108 - 109
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 “Shape Song” in class.	Teacher sings the “Shape Song” with the pupils. The lyrics of the song are written on the board or in a manila paper.	Teacher sings the “Shape Song” with the pupils. The lyrics of the song are written on the board or in	Teacher introduces the song, “Baa Baa Black Sheep” in class. The lyrics of the song are written on the	Teacher recites the lyrics of the song, “Baa Baa Black Sheep” with the pupils.

	“Shape Song” (to the tune of: “The Farmer in the Dell”) A circle’s like a ball, A circle’s like a ball, Round and round It never stops. A circle’s like a ball! A square is like a box, A square is like a box, It has four sides, They are the same. A square is like a box! A triangle has three sides, A triangle has three sides, Up the mountain, Down, and back. A triangle has three sides! A rectangle has four sides, A rectangle has four sides, Two are long, And two are short. A rectangle has four sides!		a manila paper. Pupils sing the song in pairs or as a class.	board or in a manila paper. Pupils sing along with the teacher. “Baa Baa Black Sheep” Baa, baa, black sheep, Have you any wool? Yes sir, yes sir, Three bags full. One for the master, One for the dame, And one for the little boy Who lives down the lane Baa, baa, black sheep, Have you any wool? Yes sir, yes sir, Three bags full. You may watch the video of the song http://www.youtube.com/watch?v=o	
B. Establishing a purpose for the lesson	Teacher divides the class into small groups. Each group forms a small circle. Teacher asks pupils to show and tell about their favorite objects in their bags or in the classroom. Pupils describe the color and shape of their favorite objects. My favorite thing is my notebook. The shape of my notebook is rectangle. The color of my notebook is violet.	“I Spy” Teacher puts objects of different shape in the classroom. He or she then divides the class into groups with four members. Each group needs to collect objects and put them in their baskets. Teacher tells the pupils the object they need to collect. When I say, “I spy with my two little eyes something	Teacher asks pupils to share the news they heard last night to their seatmates. After a few minutes, teacher calls 3-5 pupils to share their news in front of the class. Allow pupils to express themselves in their Mother Tongue or in Filipino to help them feel comfortable in sharing their ideas. Then, model how to say their responses in English.	Teacher shows pictures in class. The pictures show the “Kundiman” and the “Tinikling Dance.” Teacher explains what the pictures are to the pupils. Pupils think of the art form seen in their village, town, or province.	Teacher explains that a sheep belongs to the same family as goats. He or she then explains that the wool from a sheep is used to make crafts in other countries. Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more

		<i>round/circle.” You may put a ball in your basket.</i> <i>Are you ready to play?</i> Teacher checks the basket of each group. Pupils say the name of the things their group put in their basket. Teacher says the name of the things that pupils do not know.		 Kundiman  Tinikling Dance	
C. Presenting examples/instances of the new lesson	Teacher shows a real tomato/picture of a tomato in class. Pupils examine the tomato/picture of tomato. Teacher asks pupils questions about the tomato.	PRE-READING ACTIVITIES Activating Prior KnowledgeTeacher asks pupils to recall the events of the story they heard yesterday.	PRE-READING ACTIVITIES Activating Prior KnowledgeTeacher asks pupils to recall the events of the story they heard yesterday.	Teacher shows a picture in class. Pupils observe the picture and enumerate the things they see there. Teacher directs pupils’ attention to the characters in the picture and asks pupils what they will do if they are in the situation. 	Teacher asks pupils to show and tell their homework to their seatmates. After a few minutes, teacher calls some pupils to share their homework in front of the class. <i>I found out that we make baskets here in our province.</i>
D. Discussing new concept and practicing new skills #1	READ ALOUD STORY: ANG KAMATIS NI PELES (PELES’ TOMATOES) DURING READING ACTIVITIES Teacher reads pages 2-7 of the story in class. Pupils then listen and	DURING READING ACTIVITIES - Teacher reads pages 8-15 of the story in class. Pupils then listen and answer a few questions about the story. - Teacher explains the meaning of difficult words in the story using	Teacher reads pages 16-27 of the story in class. Pupils then listen and answer a few questions about the story.	When pupils say the objects they see in the picture, ask them to point at them. It will also be good if you will explain to them that those are examples of crafts. .	Teacher asks pupils to recall the polite expressions they learned yesterday. Pupils say the expression for offering help and the polite responses to the offer. Teacher posts the expressions on the board.

	answer a few questions about the story. • Teacher explains the meaning of difficult words in the story using gestures, facial expressions, pictures, etc. • Teacher writes the new words on the board.	gestures, facial expressions, pictures, etc. • Teacher writes the new words on the board.			Yes, thank you. Can I help you? May I help you? No, thank you.
E. Discussing new concepts and practicing new skills #2	On Pages 2-3 Teacher comments: <i>The word wandering means a slow, pointless movement. The word exert means to use strength.</i> Teacher says: <i>Who is tired of walking and wandering? That’s right. Peles is tired of walking and wandering.</i> On Pages 4-5 Teacher comments: <i>You are impressed when you think a person is doing something great. For example: If you are always doing your homework, then I will be impressed. You praise someone when you are impressed. You say or write good things about them. You are healthy when you are not sick. You are not coughing. You do not have a cold. You do not have a fever.</i> Teacher says: <i>Who was impressed with the healthy plants? Who did Peles praise?</i>	On Pages 2-3Teacher comments: <i>Laze around means to do nothing but relax to pass time. In Filipino, it means “pagpapalipas ng oras nang walang ginagawa.”</i>	Teacher explains the meaning of difficult words in the story using gestures, facial expressions, pictures, etc.	Teacher asks pupils to practice saying the expression for offering help. <i>Can I help you?</i> <i>May I help you?</i>	Teacher reads the sentences on the board. Pupils listen as the teacher reads and identifies asking sentences and telling sentences. Once pupils have identified the sentences, teacher will point out the difference in the manner how one say/read the sentences. He or she also models the correct way of saying the sentences.
F. Developing mastery (Leads to formative assessment)	On Pages 6-7 Teacher comments: <i>The word industry means the habit of</i>	On Pages 10-11 Teacher says: <i>Could Peles sleep that night? No, he could not sleep. What was he counting?</i>	Teacher writes the new words on the board. On Pages 16-17		Teacher asks pupils to count the number of syllables in the given words. Pupils clap their hands while counting the syllables.

	<i>working hard. In Filipino, it means “kasipagan.”</i> <i>When you have patience, it means that you do not easily get angry when you are waiting for something or when someone is annoying. In Filipino, it is “pasensiya.”</i> <i>When you grow and take care of plants, you are gardening.</i> <i>Turn a new leaf means to start again. In Filipino, it means “magbagong-buhay.”</i> <i>Teacher says: Who was impressed with the healthy plants? Who did Peles praise?</i>	<i>That’s right. He was counting growing tomatoes.</i> On Pages 12-13 Teacher comments: <i>The word patch means a small space of land where one plants.</i> Sprout <i>means to produce new leaves or buds. In Filipino, it means “tumubo.”</i> On Pages 14-15 Teacher comments: <i>You confided when you tell someone a secret or something private. In Filipino, we say “nagkuwento,” “nagsabi,” or “nagsumbong.”</i> <i>Do you still remember the meaning of the word patient? Well, impatient is the opposite of patient. This means that one easily gets angry or annoyed. In Filipino, it means “maiksi ang pasensiya.”</i> <i>When someone is close to tears, he or she is about to cry.</i> Teacher says: <i>Was Peles close to tears? Yes, he was. Was he happy or sad when he confided to Hugo? That’s right! He was sad.</i>	Teacher comments: <i>You are afraid when you are nervous that something bad will happen. You pour water onto something when you are watering something.</i> On Pages 18-19 Teacher comments: <i>Fertilizers are something added to the plants to help them grow. In Filipino, we call it “pataba” or “abono.”</i> <i>The word energized means to have more energy.</i> <i>You are healthy when you are not sick. You are not coughing. You do not have a cold. You do not have a fever.</i> Teacher says: <i>Who did Peles invite to sing to the tomato seeds on Wednesday? That’s right. He invited his frog friends to sing to the tomato seeds.</i> On Pages 20-21 Teacher comments: <i>When you are lonely, you are sad.</i> Teacher says: <i>Did Peles read stories and poems to the tomatoes? That’s right. He did. He read stories and poems all day.</i> On Pages 22-23 Teacher comments: <i>Makeshift means temporary. In Filipino, it means “pansamantalang gamit.”</i> <i>You are weeding when you are pulling out weeds around your plant. Weeds, in Filipino, are called “damo.” They are bad for plants.</i> On Pages 24-25 Teacher comments: <i>Rejoiced means to feel or show that you</i>	
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			are happy. In Filipino, it means “nagsaya.” Teacher says: Did Peles’ tomatoes sprout? Was Peles happy when he saw his tomatoes sprout? On Pages 24-25 Teacher comments: Bore is the past tense of the word bear, which means give. In Filipino, it means “namunga.” The word ripening means to grow. In Filipino, it means “lumalaki.” Teacher says: Did Peles’ tomatoes grow and bear fruit? Who praised Peles? Is Peles sick? What makes you think he is sick?		
G. Finding practical/ application of concepts and skills in daily living		Use pictures in the story to explain these words. If a vegetable patch can be seen through the classroom window, just point at it and ask pupils to look at it during recess or after class. Use movement to explain the phrase close to tears.	AFTER READING ACTIVITIES Teacher posts three pictures on the board. Then, he or she reads some lines of the characters in the story. Pupils then identify who is the speaker of the given line. Picture of a question mark Picture of Hugo Picture of Peles		
H. Making generalizations and abstractions about the lesson					Teacher asks pupils to review the topics they discussed this week. He or she then thanks the pupils for their active participation in class.
I.Evaluating Learning	Teacher asks pupils to draw a square object, a round object, and				

	a rectangular object in their notebooks.				
J. Additional activities for application or remediation		Teacher asks pupils to listen to the news on the radio or watch news on the television. Pupils will share their news the next day.		Teacher asks pupils to find out the crafts made in their neighbourhood/village/town. Pupils then draw two pictures of those crafts in their notebooks.	
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	<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	<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	<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	<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

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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 activities/exercises ☐ Carousel ☐ Diads ☐ Think-Pair-Share (TPS) ☐ Rereading of Paragraphs/ Poems/Stories	<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	<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	<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	<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 Why? ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	___ 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	___ 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	___ 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	___ 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
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