






 GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	I
	Teacher:	<i>Credit to the owner</i>	Learning Area:	ENGLISH
	Teaching Dates and Time:	FEBRUARY 20-24, 2023 (WEEK 2)	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	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	<ul style="list-style-type: none"> Songs/Poems Sharing Information 	<ul style="list-style-type: none"> Read Aloud Story: <i>Sampung Magkakaibigan (Ten Friends)</i> 	<ul style="list-style-type: none"> Read Aloud Story: <i>Sampung Magkakaibigan (Ten Friends)</i> 	<ul style="list-style-type: none"> Polite Expression (Thank You and I’m Sorry) 	Simple Sentences
III. LEARNING RESOURCES					
A. References					
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	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? 	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)	 Teacher asks the pupils: 1 st 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: <i>wonder-</i> pagtataka <i>invite-</i> to asks someone to do something with you (ininmbita) <i>realized-</i> to understand (naisip) <i>painful-</i> masakit	Vocabulary: <i>approached-</i> to go or move near someone or something (lumapit) <i>noise-</i> loud, unwanted noise (ingay)	Teacher introduces Polite Expressions; Thank you ang I'm Sorry	

		<i>fought-</i> to hurt/ to argue with someone (inaway)			<i>I have a picture on the board. It is picture of Fiesta. Flipinos love Fiestas. We celebrate them in different places in our country</i>
D. Discussing new concept and practicing new skills #1	Vocabulary: <i>overtook</i> -to get ahead someone in front of you (inunahan) <i>noticed</i> -see (nakita) <i>grabbed</i> -to take or pull (inagaw) <i>join</i> -sumali <i>alone</i> -nobody is with somebody (mag-isa) <i>serves you right-</i> (buti nga!)	Read Aloud Story: <i>Sampung Magkakaibigan</i> (Ten Friends) (pp.14-19)	Read Aloud Story: <i>Sampung Magkakaibigan</i> (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: <i>Sampung Magkakaibigan</i> (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 <u>predicate</u> .
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.	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.

				<p>4. You burp or sneeze in the middle of a conversation with your teacher.</p> <p>5. You see your classmate trip and fall.</p> <p>6. You accidentally spill someone's carton of milk.</p> <p>7. You have to squeeze between two people having a conversation, in order to get to your cubby or locker.</p> <p>8. Your mom helps you with your homework.</p> <p>9. You have to yawn when you are listening to your friend tell you about a movie he watched the night before.</p> <p>10. You accidentally step on someone's toe.</p>	
<p>H. Making generalizations and abstractions about the lesson</p>	<p>Teacher asks the pupils to copy the new words written on the board and review them at home.</p>	<p>Teacher asks the pupils to copy the new words written on the board and review them at home.</p>	<p>Teacher asks the pupils to copy the new words written on the board and review them at home.</p>	<p>We say “<i>Thank you</i>”, 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.</p> <p>We say “<i>I’m sorry</i>”, when we do or say something that hurts someone.</p>	<p>A sentence starts with capital/big letter.</p> <p>The <u>subject</u> is the doer of the action.</p> <p>The <u>predicate</u> tells us something about the topic or the action of the doer.</p>
<p>I.Evaluating Learning</p>	<p>Arrange the pictures based on what happened in the story</p>	<p>Arrange the pictures based on what happened in the story</p>	<p>Arrange the pictures based on what happened in the story</p>		<p>Say a complete sentence for each picture.</p> <p>1.  2.  3. </p>
<p>J. Additional activities for application or remediation</p>	<p>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.</p>	<p>Review the words at home.</p>	<p>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.</p>		
<p>V. REMARKS</p>					
<p>VI. REFLECTION</p>					

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 Equipment (AVR/LCD)	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD)	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD)	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD)	___ 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	___ 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	___ 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	___ 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	___ 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