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:	APRIL 10 - 14, 2023 (WEEK 9)	Quarter:	3RD 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	**EN1OL-IIIb-c 1.3.3** Talk about one's personal experiences pertaining to the family, one's pets, and personal experiences	**EN1OL-IIIb-c 1.3.3** Talk about one's personal experiences pertaining to the family, one's pets, and personal experiences	**EN1OL-IIIb-c 1.3.3** Talk about one's personal experiences pertaining to the family, one's pets, and personal experiences	**EN1OL-IIIb-c 1.3.3** Talk about one's personal experiences pertaining to the family, one's pets, and personal experiences	**EN1OL-IIIb-c 1.3.3** Talk about one's personal experiences pertaining to the family, one's pets, and personal experiences
II. CONTENT	**Naming words-people**	**Naming words- things**	**Naming words (places)**	**Naming Words**	**Use naming words in sentences**
III. LEARNING RESOURCES					
A. References					
1. Teacher's Guide pages	Pages 40-41	Pages 41-42	Pages 42-43	Pages 44	Pages 44
2. Learner's Materials pages					
3. Textbook pages					
B. Other Learning Resources	graphic organizer, Poem ("Who Has It?") ●pictures of objects ●box	Poem – "Who has it?" ●Picture of things ●Box	Poem – "Who Has It?", Short story about the family	Worksheets – pictures, connect the dots, coloring pages	Worksheets – pictures, connect the dots, coloring pages
IV. PROCEDURES					

A. Reviewing previous lesson or presenting the new lesson	The students will listen to the teacher tell a story about herself. Example: *Last Saturday, my sister and I played in the playground. We joined other kids play patintero. We had fun.*			The pupils will read a poem to the class **Who Has it?**	The pupils will read a poem to the class **Who Has it?**
B. Establishing a purpose for the lesson	The teacher will read a poem to the class **Who Has it?** Gary has a green hat Green so fine Gary has a green hat Just like mine. Gab has a green hat Green hat, green hat Gab wears a green hat to the farm. Rey has a red shirt Red shirt, red shirt Rey wears a red shirt to the store. Yeng has a yellow skirt Yellow skirt, yellow skirt Yeng wears a yellow skirt to the park.	The teacher will read a poem to the class **Who Has it?** Gary has a green hat Green so fine Gary has a green hat Just like mine. Gab has a green hat Green hat, green hat Gab wears a green hat to the farm. Rey has a red shirt Red shirt, red shirt Rey wears a red shirt to the store. Yeng has a yellow skirt Yellow skirt, yellow skirt Yeng wears a yellow skirt to the park.	The teacher will read a poem to the class **Who Has it?** Gary has a green hat Green so fine Gary has a green hat Just like mine. Gab has a green hat Green hat, green hat Gab wears a green hat to the farm. Rey has a red shirt Red shirt, red shirt Rey wears a red shirt to the store. Yeng has a yellow skirt Yellow skirt, yellow skirt Yeng wears a yellow skirt to the park.	The teacher will ask who questions based on the story/poem. T: *Who has the green hat* S: *Gab has a green hat.* T: What does Gab have? S: Gab has a green hat. T: Where did Gab go? S: Gab went to the farm. Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	The teacher will ask who questions based on the story/poem. T: *Who has the green hat* S: *Gab has a green hat.* T: What does Gab have? S: Gab has a green hat. T: Where did Gab go? S: Gab went to the farm.
C. Presenting examples/instances of the new lesson	The teacher will ask who questions based on the story/poem. T: *Who has the green hat?* S: *Gab has a green hat.* T: Who has a red shirt? *S: Rey has a red shirt.* *T: Who has a yellow skirt?* S: Yeng has a yellow skirt.	Pupils will listen to the teacher ask *what* questions. T: What does Gab have? S: Gab has a green hat. T: What does Rey have? S: Rey has a red shirt. T: What does Yeng have? S: Yeng has a yellow skirt.	Pupils will listen to the teacher ask where questions. T: Where did Gab go? S: Gab went to the farm. T: Where did Rey go? S: Rey went to the store. T: Where did Yeng go? S: Yeng went to the park.		**Sharing Activity** Students in Group B will take turns in sharing a story about oneself. Teacher can give sentence stems to guide students in sharing. Ex. My family went to the _____. We saw a lot of _____. Students will take turns in asking who, what and where questions about the story shared by others.
D. Discussing new concept and practicing new skills #1	Teacher can provide graphic organizer to aid students in formulating a question. Who: picture of person What: picture of a thing Where: picture of a place	Teacher says: What does Gab have again? Yes, he has a hat. Now, let us try cutting the word “hat” into two parts - the sound /h/ and the sound /at/. Can you say it after me? What is the first sound again? /h/. What is the last sound? /at/. When we put /h/ and /at/ together, we get the	Pupils will listen to a short story about where each family went. On Sunday, my family went to grandfather’s house. On Monday, my father went to the market.	Divide the class into 2 groups. Group A will participate in the sharing activity. Group B will accomplish worksheets such as: ● Find the hidden pictures ●Connect the dots ●Coloring pages	Divide the class into 2 groups. Group A will accomplish worksheets such as: ●Find the pictures (*mommy, daddy reading a book, bicycle, little boy with a cap, butterfly, sleeping cat, ball, walking dog, chair, umbrella, little girl in a dress, and mat)* ● Connect the dots ●Coloring pages

		word “hat”. Let’s listen to other words that we can wear:: Other examples: cap, ring, pants	On Tuesday, my grandmother went to the park. On Wednesday, my mother went to the farm. On Thursday, my brother went to the basketball court. On Friday, my sister went to the library. On Saturday, I went to the store. What a busy week! A student will ask a where question. Ex: Where did the family go on Sunday? Another student will answer the question. Ex: On Sunday, the family went to _____. Students will continue asking and answering where questions based on the short story listened to.		
E. Discussing new concepts and practicing new skills #2					
F. Developing mastery (Leads to formative assessment)	Pupils will participate in an activity where in they will ask and answer *who* questions. T: I will divide you into small groups. Each member in the group should get an object/ picture from the box. Each student will get the chance to ask the question: *Who has a _____ (thing)?* Each student will get the chance to answer the question. Students can use the sentence stem: _____ *has a* _____.	Pupils will participate in an activity where in they will ask *what* questions. T: I will divide the class into small groups. Each member of the group will get an object or picture of an object from the box. Each member of the group will take turns in asking the question: *What does _____ have?* Each member of the group will take turns in answering the question. Students can use the sentence stem: _____ *has a ___.*	Pupils will participate in an activity where in they will ask *where* questions.	Pupils will participate in an activity where in they will ask who, what and *where* questions.	Students in Group B will take turns in sharing a story about oneself. Teacher can give sentence stems to guide students in sharing. Ex. My family went to the _____. We saw a lot of _____. Students will take turns in asking who, what and where questions about the story shared by others.
G. Finding					

practical/ application of concepts and skills in daily living					
H. Making generalizations and abstractions about the lesson	*When we ask questions, we usually use the questions Who, What, and Where.* *We use who to ask about a person.*	*When we ask questions, we usually use the questions Who, What, and Where.* *We use what to ask about a thing.*	*When we ask questions, we usually use the questions Who, What, and Where.* *We use where to ask about a place.*	*When we ask questions, we usually use the questions Who, What, and Where.* *We use who to ask about a person.* *We use what to ask about a thing.* *We use where to ask about a place.*	*When we ask questions, we usually use the questions Who, What, and Where.* *We use who to ask about a person.* *We use what to ask about a thing.* *We use where to ask about a place.*
I.Evaluating Learning	Encircle the name of person in the sentence. 1. Father is watering the plant. 2. Ana is reading a book. 3. Mother cooks food. 4. Lina is kind. 5. Ben is playing in the yard.	Check if the name is referring to a thing and x if not. __ 1. Books __2. Dress __3. Table __4. Teacher __5. chair			
J. Additional activities for application or remediation					
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	*Strategies used that work well:* ___ Group collaboration ___ Games	*Strategies used that work well:* ___ Group collaboration ___ Games	*Strategies used that work well:* ___ Group collaboration ___ Games	*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	___ 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	___ 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	___ 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	___ 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	*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	*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	*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	*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

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