
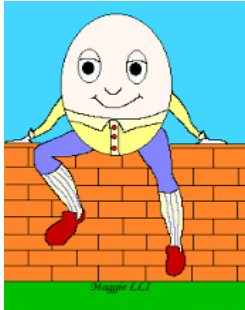







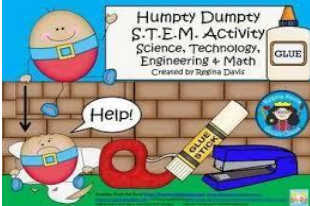









GRADES 1 to 12
DAILY LESSON LOG

School:		Grade Level:	I
Teacher:	<i>Credits to the writer of this DLL</i>	Learning Area:	ENGLISH
Teaching Dates and Time:	MARCH 20-24, 2023 (WEEK 6)	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	EN1G-III-f-h-2.1 Recognize names of persons, places, things and animals.	EN1OL-III-a-j-1.3.1 Talk about stories heard when and where it took place, the characters and some important details of the story.	EN1OL-III-a-j-1.1 Listen to short stories/poems Predict possible ending of a story read	EN1OL-III-a-j-1.1 Listen to short stories/poems Predict possible ending of a story read	EN1G-III-f-h-2.1 Recognize names of persons, places, things and animals.
II. CONTENT	Noun	Noun	Predicting Outcomes	Predicting Outcomes	Noun
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		Bring out your home works. I will be calling some of you to share your work in front.	Bring out your home works. I will be calling some of you to share your work in front.	Do you know Barney? Let us sing the song of Barney.	Did you remember barney’s song? We’ll sing it again.
B. Establishing a purpose for the lesson	Have you heard this poem? “A Family Finger Play” Let us recite the poem. I will read first then, you will follow.	Read us recite again the poem “A Family Finger Play”	Read us recite again the poem “A Family Finger Play”	Today we will find out what happened to Humpty Dumpty. But before I tell you, I want you to tell me about your ending for the rhyme.	

				I will give you back your drawing. Show your drawing to your seatmate. When you are done sharing, I will call some of you to talk about your ending.	
C. Presenting examples/instances of the new lesson	<p>What do you see in the picture?</p> 	<p>Today we will recall the story “Peles’ Tomatoes’.</p> <p>Let’s play the game the boat is sinking. Then you will group yourselves according to the number I’ll say.</p> <p>Now that you are group in three, you will share the story of Peles. Be sure to listen to your group mates so that you can answer the questions later.</p>	<p>I have here a picture. Do you know who this is?</p> 	<p>Look at this picture.</p> 	<p>Today, I want you to share what you’ve found out about your grandparents. Before you share it to us, share it first with your seatmates. You can use these sentence guides.</p> <p>My grandparents’ are_____. Their favourite song is _____.</p>
D. Discussing new concept and practicing new skills #1	<p>I have posted pictures here on the board. Let’s match them with their names.</p> <div><div>girl</div></div> <div><div>bird</div></div> <div><div>bag</div></div> <div></div>	<p>You’re done with your sharing. Let us answer these questions.</p> <ol style="list-style-type: none">1. Who are the characters of the story?2. What animal is Peles? How about Hugo?3. What did Hugo give Peles?4. What did Peles Do with the tomato seeds?5. Did Peles’ tomatoes grow easily? What did he do to grow them?6. Was Peles happy with hiss tomatoes?7. Do you want to be like Peles?8. Would you also plant tomatoes?	<p>Have you heard the song “Humpty Dumpty”?</p> <p>Look at these pictures. These pictures tell us the story of Humpty dumpty.</p> <p>Who is Humpty Dumpty?</p>  	<p>Could this be possible? Why? Why not? Can you fix Humpty Dumpty using these materials?</p>  <p>What was your ending of the rhyme?</p> <div>Couldn't put Humpty Dumpty together again.</div> <p>Did you get the correct ending of the rhyme?</p>	<p>Today, we are going to play a short game. I will divide the class into groups. Each group will have four members. The members of the group will have 4 pictures: a picture of person, place, animal, and thing. Each one will hold one of these pictures. I will say a word. You will tell us if it is a person, place, animal, or thing by raising the picture you are holding. You will get a point if you raise the right picture. The group that gets the most number of correct answers will get a prize.</p> 

	<div><div>park</div></div> <p>Since you have now the words matched with the picture. We will now group these words into names of person, place, animal, and thing</p> <table><tr><td>pers on</td><td>place</td><td>anim al</td><td>thing</td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table>	pers on	place	anim al	thing												<div></div> <p>Now listen to the words.</p> <p>Goat Boy Hospital Box</p> <p>Where you able to identify the picture as name of person, place, animal or thing?</p>									
pers on	place	anim al	thing																							
E. Discussing new concepts and practicing new skills #2	<p>I have here another set of words. With your group you will try to group these words as to name of person, place, animal, and thing.</p>					<p>Group activity. I have here a table for you to complete. Please fill up the columns.</p> <table><tr><td>Pers on</td><td>Place</td><td>Anim al</td><td>Thin g</td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table>	Pers on	Place	Anim al	Thin g																
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F. Developing mastery (Leads to formative assessment)																									
G. Finding practical/ application of concepts and skills in daily living																									
H. Making generalizations and abstractions about the lesson	How did we group the words that we’ve learned today? We group those words according to names of person, place, animal and thing.	Where you able to talk about the story? Did you enjoy sharing the story? What was the lesson of the story?	Did you listen to the story well? Did you guess what happened next the story?	Did you listen to the story well? Did you guess what happened next the story?	What are the words that we learned today? Where you able to identify what name is it?																				
I.Evaluating Learning					Answer the following. Listen as I’ll read the words. Then write it in the proper column. <table><tr><td>Pers on</td><td>Place</td><td>Anim al</td><td>Thin g</td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table> (with picture) 1. dog 2. mother 3. pencil 4. baby 5. market	Pers on	Place	Anim al	Thin g																
Pers on	Place	Anim al	Thin g																						
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?	<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) ___ Science/ Computer/ Internet Lab ___ Additional Clerical works	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab ___ Additional Clerical works	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab ___ Additional Clerical works	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab ___ Additional Clerical works	___ 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	<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	<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	<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	<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