GRADES 1 TO 12 DAILY LESSON LOG	SCHOOL	Tondol National High School	GRADE LEVEL	11-Shakespeare
	TEACHER	Carl John C. Carolino	LEARNING AREA	Reading and Writing
	TEACHING DATES AND TIME	December 12-16, 2022 (2:45-4:45 PM)	QUARTER	2/Week 6

	SESSION 1	SESSION 2	SESSION 3	SESSION 4
I.OBJECTIVES	Objectives must be met over the week and connected to the curriculum standards. To meet the objectives, necessary procedures must be followed and if needed, additional lessons, exercises and remedial activities may be done for developing content knowledge and competencies. These are assessed using Formative Assessment strategies. Valuing objectives support the learning of content and competencies and enable to find significance and joy in learning the lessons. Weekly objectives shall be derived from the curriculum guides.			
A.Content Standards	The learner understands the requirements of composing academic writing and professional correspondence.			
B.Performance Standards	The learner produces each type of academic writing and professional correspondence following the properties of well-written texts and process approach to writing.			
C.Learning Competencies/Objectives Write the LC Code for each	Identify the unique features of and requirements in composing texts that are useful across disciplines: Position Paper Objectives: 1. Identify the parts of a position paper. 2. Appreciate the importance of position paper. 3. Write a position paper.	Identify the unique features of and requirements in composing texts that are useful across disciplines: Position Paper Objectives: 1. Identify the parts of a position paper. 2. Appreciate the importance of position paper. 3. Write a position paper.	Identify the unique features of and requirements in composing texts that are useful across disciplines: Position Paper Objectives: 1. Identify the parts of a position paper. 2. Appreciate the importance of position paper. 3. Write a position paper.	Identify the unique features of and requirements in composing texts that are useful across disciplines: Position Paper Objectives: 1. Identify the parts of a position paper. 2. Appreciate the importance of position paper. 3. Write a position paper.
II.CONTENT	Content is what the lesson is all about. It pertains to the subject matter that the teacher aims to teach. In the CG, the content can be tackled in a week or two.			
	Composing Academic Writing	Composing Academic Writing	Composing Academic Writing	Composing Academic Writing
III.LEARNING RESOURCES	List the materials to be used in different days. Varied sources of materials sustain children's interest in the lesson and in learning. Ensure that there is a mix of concrete and manipulative materials as well as paper- based materials. Hands- on learning promotes concept development.			
A.References				
1.Teacher's Guides/Pages				
2.Learner's Materials Pages	Reading and Writing Quarter 4 Module 8: Composing Academic Writing, pp. 35-39	Reading and Writing Quarter 4 Module 8: Composing Academic Writing, pp. 35-39	Reading and Writing Quarter 4 Module 8: Composing Academic Writing, pp. 35-39	Reading and Writing Quarter 4 Module 8: Composing Academic Writing, pp. 35-39

3.Textbook Pages				
4.Additional Materials from Learning Resources (LR) portal				
B.Other Learning Resources				
IV.PROCEDURES	These steps should be done across the week. Spread out the activities appropriately so that students will learn well. Always be guided by demonstration of learning by the students which you can infer from formative assessment activities. Sustain learning systematically by providing students with multiple ways to learn new things, practice their learning processes, and draw conclusions about what they learned in relation to their life experiences and previous knowledge, indicate the time allotment for each step.			
A.Reviewing previous lesson or presenting the new lesson	State the learning competency and objectives.	Review the learners about position paper.	Review the learners about the writing process.	State the learning competency and objectives.
B.Establishing a purpose for the lesson	The learners will do Yes or No Activity. Direction: The learners will stand behind the Yes or No marker as way of answering the following questions: 1. Are you in favor of decriminalizing illegal drug use? 2. Are you in favor of establishing the Maharlika Wealth Fund? 3. Are you in favor of making ROTC mandatory in senior high school? Provide context for the learners to be informed about their choices.	Ask the learners their stance on writing as a process.	Present to the class the rubric in writing a position paper.	
C.Presenting examples/instances of the new lesson	Ask some of the learners about their choices during the activity.	Show an infographic about writing as a process.		
D.Discussing new concepts and practicing new skills #1	Discuss what is a position paper. Then, the learners will create a semantic web about it.	Discuss writing as a process.		
E.Discussing new concepts and practicing new skills #2	Present the parts of a position paper. After that, the learners will answer an identification test about the said academic paper.			

F.Developing mastery (Leads to formative assessment)	The learners will answer What's More activity from page 37 to 38.	The learners will list down the claims about making ROTC as mandatory in senior high school	The learners will do an outline/ draft about the issue they need to write.	The learners need to furnish the final copy of their position paper.
G.Finding practical/applications of concepts and skills in daily living	Ask: How can you use the features of position paper in making your voice heard about the contemporary issues of our country?	Ask: How can the writing process help you to be patient?		
H. Making generalizations and abstractions about the lesson	The learners will give their takeaways in the learning session.	The learners will give their takeaways in the learning session.		
I.Evaluating Learning				The learners will present the summary of their position papers to the class.
J.Additional activities for application or remediation	The learners will have their brainstorming session about making ROTC as mandatory in senior high school. This is the issue they will write a position paper.			
V.REMARKS				
VI.REFLECTION	Reflect on your teaching and assess yourself as a teacher. Think about your students, progress this week. What works? What else needs to be done to help the students learn? Identify what help your instructional supervisors can provide for you so when you meet them, you can ask relevant questions.			
A.No. of learners who earned 80% of the formative assessment				
B.No. of learners who require additional activities to remediation				
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?				
F.What difficulties did I encounter which my principal or supervisor can help me solve?				
G.What innovation or localized material did I use/discover which I wish to share with other teachers?				

Prepared by:

Checked and Noted:

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Teacher II