

GRADES 1 TO 12 DAILY LESSON LOG	SCHOOL	Tondol National High School	GRADE LEVEL	11-Ada/Ampere/Lettuce/Shakespeare
	TEACHER	Carl John C. Carolino	LEARNING AREA	Oral Communication in Context
	TEACHING DATES AND TIME	September 26-30, 2022 11-Shakespeare and Ampere (7:30-9:30 AM) 11-Ada and Lettuce (9:45- 11:45 AM)	QUARTER	1/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 recognizes that communicative competence requires understanding of speech context, speech style, speech act and communicative strategy.			
B.Performance Standards	The learner demonstrates effective use of communicative strategy in a variety of speech situations.			
C.Learning Competencies/Objectives Write the LC Code for each	Identifies the various types of speech context. (EN11/12OC-lfj-15)	Identifies the various types of speech context. (EN11/12OC-lfj-15)	Identifies the various types of speech context. (EN11/12OC-lfj-15)	Identifies the various types of speech context. (EN11/12OC-lfj-15)
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.			
	Speech context	Speech context	Speech context	Speech context
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	Oral Communication in Context Quarter 1- Module 5: Types of Speech Context, pp. 1-6	Oral Communication in Context Quarter 1- Module 5: Types of Speech Context, pp. 1; 6-7; 10,14-15	Oral Communication in Context Quarter 1- Module 5: Types of Speech Context, pp. 1; 6-7	Oral Communication in Context Quarter 1- Module 5: Types of Speech Context, pp. 1; 6-7
3.Textbook Pages				
4.Additional Materials from Learning Resources (LR) portal				
B.Other Learning Resources	https://www.yourfriendmaestro.com/2021/10/types-of-speech-context-oral.html	https://www.yourfriendmaestro.com/2021/10/types-of-speech-context-oral.html	https://www.yourfriendmaestro.com/2021/10/types-of-speech-context-oral.html	https://www.yourfriendmaestro.com/2021/10/types-of-speech-context-oral.html
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 objectives for the learning session.	Review the class about intrapersonal communication.	Review the learners about the types of speech context.	Inform the learners about the small group discussion format that will be implemented in their performance task.
B.Establishing a purpose for the lesson	The learners will answer the pretest on pages 2 and 3.	Term of Endearment Activity Direction: Accomplish the matrix by writing the term of endearment you and your friends use in the circle, and write your friends' names in the respective silhouettes/people icons.	The learners will do a Self- Check activity about types of speech context.	
C.Presenting examples/instances of the new lesson	Man/Woman in the Mirror Activity Direction: Each learner will face the mirror, and need to state a one-liner message or do a nonverbal communication for himself/herself.	Shoutout to Your Idol Activity Direction: Using the comment sheet, write a shoutout to your most favorite celebrity/media personality/Internet star.		
D.Discussing new concepts and practicing new skills #1	Discuss speech context.	Discuss interpersonal, public, and mass communications.	Discuss verbal and nonverbal behavior in a speech context.	
E.Discussing new concepts and practicing new skills #2	Discuss intrapersonal communication.			
F.Developing mastery (Leads to formative assessment)	Each learner will write a letter addressed to himself/herself and it will be opened after the first semester.	The learners will answer the Crossword Puzzle on page 10.	The learners will answer What I Can Do task on page 12.	The learners will do the small group discussions focusing on the following topics: a. Food b. Places c. Hobbies d. Current events
G.Finding practical/applications of concepts and skills in daily living	Ask: How can intrapersonal communication help you to take care of your mental health?	Ask: How can the three types of speech context help you to be	Ask: How can verbal and nonverbal behavior in a speech context help	

		knowledgeable about the current events?	you to become sensitive to people’s feelings?	
H. Making generalizations and abstractions about the lesson	The learners will give their takeaways in the session.	The learners will give their takeaways in the session.		
I.Evaluating Learning			The learners will answer the Assessment on pages 14 and 15.	Learners will be evaluated.
J.Additional activities for application or remediation			Inform the class about small group discussions to be held in the next learning session.	
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:

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