



**GRADES 1 to 12
DAILY LESSON LOG**

School:

Grade Level:

Teacher: DepedTrends.com

**Learning
Area:**

**Teaching Dates and
Time:**

Quarter:

I. OBJECTIVES	
A. Content Standards	The learner's demonstrate an understanding of the information stored in DNA as being used to make proteins.
B. Performance Standards	
C. Learning Competencies Write the LC code for each	Explain how protein is made using information from DNA S10LT-IIIId- 37
D. Learning Objectives	Make a model of a DNA template to determine the sequence of bases in the new DNA strand.
II. CONTENT	DNA REPLICATION
III. LEARNING RESOURCES	
A. References	
1. Teacher's Guide pages	
2. Learner's Materials pages	266-268
3. Textbook pages	
4. Additional Materials from Learning Resource (LR) portal	
B. Other Learning Resources	
IV. PROCEDURES	
A. Reviewing previous lesson or presenting the new lesson (2 mins.) elicit	Recalling nitrogenous bases of DNA. Adenine paired with Thymine Cytosine paired with Guanine
B. Establishing a purpose for the lesson (1 min.) Engage	Demonstrating the replication of the DNA molecule and the specificity of base pairing in the nitrogenous bases. Video Presentation From Youtube by McGraw- Hill Animation
C. Presenting examples/ instances of the new lesson Explore (2-5 mins.)	Perform act.2 DNA makes DNA Page 269-271
D. Discussing new concepts and practicing new skills #1 Explain (15 mins.)	Follow the procedures in making a model of a DNA.
E. Discussing new concepts and practicing new skills#2 (10 mins.)	Determine the sequence of bases in the new DNA strand. Complementary nucleotides are added to each strand by DNA polymerase to form new strands. It is a semi-conservative replication because one of the old strand is conserved in each new molecule.
F. Developing mastery (Leads to Formative Assessment 3) (12 mins.)	Compare the two new strands of DNA. Are they the same or different? Why?

Elaborate	Each new strand formed is a complement of one of the original strands. The results is the formation of 2 DNA molecules containing the original DNA strand and the complementary daughter strands. The two new daughter strands are also complementary to each other.																														
G. Finding practical applications of concepts and skills in daily living (3 mins.)	How is information from the DNA passed on from one cell to another? Before a cell can divide by mitosis or meiosis, it must first make a copy of it's chromosomes. The DNA in the chromosomes are then copied in a process called replication.																														
H. Making generalizations and abstractions about the lesson (3 mins)	How does the structure of a DNA molecule help account for the great variety of life that exists on Earth? The variety of life forms is encoded in the DNA sequence of these organisms. More variations are alternative forms of Gene's cross-ove and recombine in meiosis. Production of differentvtaining different sets of these genes and subsequent fusion with each other gametes result to a myriad of variations in the population.																														
I. Evaluating learning (8 mins)	Will be evaluated using rubric on DNA model presentation. Rubric for Presentation <table><tr><th>Category</th><th>1</th><th>2</th><th>3</th><th>4</th></tr><tr><td>Promptness and Initiative</td><td>Does not respond to most postings; rarely participates freely</td><td>Responds to most postings several days after initial discussion; limited initiative</td><td>Responds to most postings within a 24 hour period; requires occasional prompting to post</td><td>Consistently responds to postings in less than 24 hours; demonstrates good self-initiative</td></tr><tr><td>Delivery of Post</td><td>Utilizes poor spelling and grammar in most posts; posts appear "hasty"</td><td>Errors in spelling and grammar evidenced in several posts</td><td>Few grammatical or spelling errors are noted in posts</td><td>Consistently uses grammatically correct posts with rare misspellings</td></tr><tr><td>Relevance of Post</td><td>Posts topics which do not relate to the discussion content; makes short or irrelevant remarks</td><td>Occasionally posts off topic; most posts are short in length and offer no further insight into the topic</td><td>Frequently posts topics that are related to discussion content; prompts further discussion of topic</td><td>Consistently posts topics related to discussion topic; cites additional references related to topic.</td></tr><tr><td>Expression within the post</td><td>Does not express opinions or ideas clearly, no connection to topic</td><td>Unclear connection to topic evidenced in minimal express of opinions or ideas</td><td>Opinions and ideas are stated clearly with occasional lack of connection to topic.</td><td>Expresses opinions and ideas in a clear and concise manner with obvious connection to topic</td></tr><tr><td>Contribution to the Learning Community</td><td>Des not make effort to participate in learning community as it develops; seems indifferent</td><td>Occasionally makes meaningful reflection on group's efforts; margine effort to become involved with group</td><td>Frequently attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely</td><td>Aware of needs of community; frequently attempts to motivate the group discussion; presents creative approaches to topic.</td></tr></table>	Category	1	2	3	4	Promptness and Initiative	Does not respond to most postings; rarely participates freely	Responds to most postings several days after initial discussion; limited initiative	Responds to most postings within a 24 hour period; requires occasional prompting to post	Consistently responds to postings in less than 24 hours; demonstrates good self-initiative	Delivery of Post	Utilizes poor spelling and grammar in most posts; posts appear "hasty"	Errors in spelling and grammar evidenced in several posts	Few grammatical or spelling errors are noted in posts	Consistently uses grammatically correct posts with rare misspellings	Relevance of Post	Posts topics which do not relate to the discussion content; makes short or irrelevant remarks	Occasionally posts off topic; most posts are short in length and offer no further insight into the topic	Frequently posts topics that are related to discussion content; prompts further discussion of topic	Consistently posts topics related to discussion topic; cites additional references related to topic.	Expression within the post	Does not express opinions or ideas clearly, no connection to topic	Unclear connection to topic evidenced in minimal express of opinions or ideas	Opinions and ideas are stated clearly with occasional lack of connection to topic.	Expresses opinions and ideas in a clear and concise manner with obvious connection to topic	Contribution to the Learning Community	Des not make effort to participate in learning community as it develops; seems indifferent	Occasionally makes meaningful reflection on group's efforts; margine effort to become involved with group	Frequently attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely	Aware of needs of community; frequently attempts to motivate the group discussion; presents creative approaches to topic.
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J.Additional activities for application or remediation (1 min)	Explain Figure 3 page 269																														
V. REMARKS																															
VI. REFLECTION																															
A. No .of learners who earned 80% on the formative assessment																															
B. No. of learners who require additional activities for 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 materials did I use/discover which I wish to share with other teachers?

Prepared by:

Teacher

Checked by

School Head

Observed by:
