

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	October 17-21, 2022 11-Shakespeare and Ampere (7:30-9:30 AM) 11-Ada and Lettuce (9:45- 11:45 AM)	QUARTER	1/Week 9

	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	Responds appropriately and effectively to a speech act	Responds appropriately and effectively to a speech act	Responds appropriately and effectively to a speech act	Responds appropriately and effectively to a speech act
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.			
	Types of Speech Act	Types of Speech Act	Types of Speech Act	Types of Speech Act
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 7: Types of Speech Act, pp. 1-12	Oral Communication in Context Quarter 1 – Module 7: Types of Speech Act, pp. 1-12	Oral Communication in Context Quarter 1 – Module 7: Types of Speech Act, pp. 1-12	Oral Communication in Context Quarter 1 – Module 7: Types of Speech Act, pp. 1-12, 15-16
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 objectives for the learning session.	Review the learners about speech act.	Review the learners about Searle's Classification of Speech Act.	Ask the learners what they did in the previous learning session.
B.Establishing a purpose for the lesson	Your Wish is My Command Activity Direction: Write three wishes you wanted to be granted by a genie.	Promises, Promises Activity Direction: Write five promises to yourself.	Ask the learners about their favorite song.	
C.Presenting examples/instances of the new lesson	Ask the class if they have tried being misunderstood.	Sorry, Sorry Activity Direction: Write five things you are sorry for.	Tell the learners that are speech acts present in the songs they love.	
D.Discussing new concepts and practicing new skills #1	Discuss speech act.	Discuss Searle's Classification of Speech Act.		
E.Discussing new concepts and practicing new skills #2				
F.Developing mastery (Leads to formative assessment)	The learners will do Activity 1B. Famous Lines on page 12.	The learners will write down one example per classification of illocutionary act.	The class will examine the lyrics of their favorite song.	The class will have a Jam Session. Learners will sing songs. After that, they will identify lyrics demonstrating speech act.
G.Finding practical/applications of concepts and skills in daily living	Ask: How can the speech act help you not to be misunderstood?	Ask: How can the classifications of speech act help you to be truthful?	Ask: How can the speech act help you to value music?	
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.	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 Assessment on page 15-16.
J.Additional activities for application or remediation				
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