

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	November 21- 25, 2022 11-Shakespeare and Ampere (7:30-9:30 AM) 11-Ada and Lettuce (9:45- 11:45 AM)	QUARTER	2/Week 3

	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	Explains that a shift in speech context, speech style, speech act and communicative strategy affects the following: • Language form • Duration of interaction • Relationship of speaker • Role and responsibilities of the speaker • Message • Delivery (EN11/12OCIIlab- 22; EN11/12OCIIlab- 22.1-22.6)	Explains that a shift in speech context, speech style, speech act and communicative strategy affects the following: • Language form • Duration of interaction • Relationship of speaker • Role and responsibilities of the speaker • Message • Delivery (EN11/12OCIIlab- 22; EN11/12OCIIlab- 22.1-22.6)	Explains that a shift in speech context, speech style, speech act and communicative strategy affects the following: • Language form • Duration of interaction • Relationship of speaker • Role and responsibilities of the speaker • Message • Delivery (EN11/12OCIIlab- 22; EN11/12OCIIlab- 22.1-22.6)	Explains that a shift in speech context, speech style, speech act and communicative strategy affects the following: • Language form • Duration of interaction • Relationship of speaker • Role and responsibilities of the speaker • Message • Delivery (EN11/12OCIIlab- 22; EN11/12OCIIlab- 22.1-22.6)
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.			
	Understanding Speech Context, Speech Style, Speech Act and Communicative Strategy	Understanding Speech Context, Speech Style, Speech Act and Communicative Strategy	Understanding Speech Context, Speech Style, Speech Act and Communicative Strategy	Understanding Speech Context, Speech Style, Speech Act and Communicative Strategy
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 2 – Module 2: Understanding Speech Context, Speech Style, Speech Act and Communicative Strategy, pp. 1-22	Oral Communication in Context Quarter 2 – Module 2: Understanding Speech Context, Speech Style, Speech Act and Communicative Strategy, pp. 1-22	Oral Communication in Context Quarter 2 – Module 2: Understanding Speech Context, Speech Style, Speech Act and Communicative Strategy, pp. 1-22	Oral Communication in Context Quarter 2 – Module 2: Understanding Speech Context, Speech Style, Speech Act and Communicative Strategy, pp. 1-22
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 learning objectives.	Review the factors affected by shift in Speech Context, Speech Style, Speech Act, and Communicative Strategy being discussed in the previous session.	Ask the learners about communicative competence.	Ask the learners about the activity they made in the previous session.
B.Establishing a purpose for the lesson	The learners will provide answers to the situations written inside the boxes under What's In on pages 5 and 6.	Ask the learners about the criteria they use to determine one person if he/ she is good in communication.		
C.Presenting examples/instances of the new lesson	The learners will provide responses to the following situations under What is New from pages 6 to 7.	Ask the learners about the problems that affect one to become a good communicator.		
D.Discussing new concepts and practicing new skills #1	Discuss the Factors affected by a shift in Speech Context, Speech Style, Speech Act, and Communicative Strategy	Discuss communicative competence.	The learners will do a speech script using cutouts or drawings under What's More Part A on page 15.	Group the learners and let them do Part D of What's More on pages 17 and 18.
E.Discussing new concepts and practicing new skills #2				
F.Developing mastery (Leads to formative assessment)	The learners will answer a true or false test about the lesson.	The learners will answer Part B and Part C of What's More on page 16.		
G.Finding practical/applications of concepts and skills in daily living	Ask:	Ask:		

	How can the factors being discussed help you to talk properly?	How can communicative competence help you to be an interactive person?		
H. Making generalizations and abstractions about the lesson	The learners will state their learning takeaways.	The learners will state their learning takeaways.	The learners will state their learning takeaways.	The learners will state their learning takeaways.
I.Evaluating Learning				
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:

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