

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 10-14, 2022 11-Shakespeare and Ampere (7:30-9:30 AM) 11-Ada and Lettuce (9:45- 11:45 AM)	QUARTER	1/Week 8

	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	Distinguishes types of speeches and speech style	Distinguishes types of speeches and speech style	Distinguishes types of speeches and speech style	Distinguishes types of speeches and speech style
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 Style	Types of Speech Style	Types of Speech Style	Types of Speech Style
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 6: Types of Speeches and Speech Style, pp. 18-21	Oral Communication in Context Quarter 1- Module 6: Types of Speeches and Speech Style, pp. 18-21	Oral Communication in Context Quarter 1- Module 6: Types of Speeches and Speech Style, pp. 18-21	Oral Communication in Context Quarter 1- Module 6: Types of Speeches and Speech Style, pp. 18-21
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 styles.	Ask the learners about the updates regarding their task.	Relay to the learners the mechanics and scoring of tableaux.
B.Establishing a purpose for the lesson	How Do You Call Them? Activity Direction: Write the way you address the following. Do it in your notebook. 1. Mother 2. Friend 3. Teacher 4. Doctor 5. God			Remind them again what tableau is.
C.Presenting examples/instances of the new lesson	Do the comic strip activity on page 19.			
D.Discussing new concepts and practicing new skills #1	Discuss speech style.	Discuss tableau.		
E.Discussing new concepts and practicing new skills #2		Discuss mechanics and scoring of their performance.		
F.Developing mastery (Leads to formative assessment)	The learners will do What's More activity on page 21.	The learners will have their tableau showing speech styles. Allot time to practice.	The learners will have their final practice for their tableau.	
G.Finding practical/applications of concepts and skills in daily living	Ask: How can speech style help you to respect people?			
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.
I.Evaluating Learning				The learners will perform their tableau.
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:

CARL JOHN C. CAROLINO

Teacher II