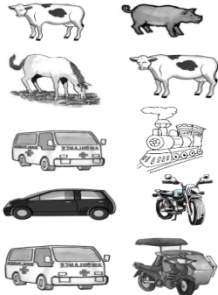


 GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	I
	Teacher:	<i>Credits to the File Creator</i>	Learning Area:	MTB
	Teaching Dates and Time:	APRIL 3-5, 2023 (WEEK 8)	Quarter:	3RD QUARTER

I. LAYUNIN	LUNES	MARTES	MIYERKULES	HUWEBES	BIYERNES
A. PAMANTAYANG PANGNILALAMAN	The learner . . . demonstrates understanding of grade level narrative and informational text. demonstrates positive attitudes towards language, literacy and literature. demonstrates developing knowledge and use of appropriate grade level vocabulary and concepts.	The learner . . . demonstrates understanding of grade level narrative and informational text. demonstrates positive attitudes towards language, literacy and literature. demonstrates developing knowledge and use of appropriate grade level vocabulary and concepts.	The learner . . . demonstrates understanding of grade level narrative and informational text. demonstrates positive attitudes towards language, literacy and literature. demonstrates developing knowledge and use of appropriate grade level vocabulary and concepts.	HOLY THURSDAY	GOOD FRIDAY
B. PAMANTAYAN SA PAGGANAP	The learner . . . comprehends and appreciates grade level narrative and informational texts values reading and writing as communicative activities. uses developing vocabulary in both oral and written form.	The learner . . . comprehends and appreciates grade level narrative and informational texts values reading and writing as communicative activities. uses developing vocabulary in both oral and written form.	The learner . . . comprehends and appreciates grade level narrative and informational texts values reading and writing as communicative activities. uses developing vocabulary in both oral and written form.		
C. MGA KASANAYAN SA PAGKATUTO (Isulat ang code ng bawat kasanayan)	MT1VCD-IIIa-i-2.1.1 (VCD) Give meanings of words through: a. picture clues b. context clues MT1F-III-IVa-i-1.4 (F) Read grade 1 level texts with an accuracy rate of 95 – 100% MT1PWR-IIIif-i-8.1 (PWR) Observe proper mechanics (punctuation marks, capitalization, proper spacing between words, indentions, and format) when	MT1OL-IIIa-i-6.2 (OL) Participate actively in class discussions on familiar topics	MT1OL-IIIa-i-6.2 (OL) Participate actively in class discussions on familiar topics. MT1C-IIIif-i-2.1 (C) Write sentences or longer texts with proper punctuation, spacing, and capitalization MT1VCD-IIIa-i-1.2 (VCD) Use words to describe concrete experiences.		

	copying/writing words, phrases, sentences, and short paragraphs				
II. NILALAMAN					
A. Sanggunian					
1. Mga Pahina sa Gabay ng Guro		TG pahina 57-59	TG pahina 57-59		
2. Mga Pahina sa Kagamitang Pangmag-aaral		LM pahina 69-77	LM pahina 69-77		
B. Kagamitan					
III.					
A. Balik-aral at/o pagsisimula ng bagong aralin	Paghahawan ng Balakid (Gamit ang „Contextual Clues”) a. inaaruga Ang mga batang mahihirap ay inaaruga ng mag-asawa. Binibigyan nila ang mga ito ng pagkain. b. bantog Si Bernardo Carpio ay bantog sa pagiging malakas. Kilala siya sa buong bayan. c. himagsikan Ang himagsikan ng mga Pilipino at Kastila ay nagdulot ng kaguluhan. d. mandirigma Ang aking lolo ay isang matapang na mandirigma. Nakipaglaban siya laban sa mga Kastila. e. engkantado May kapangyarihan ang engkantado na pagalawin ang dalawang malalaking bato.	Muling balikan ang mga mahahalagang detalye sa kuwentong narinig/nabasa kahapon. Sino ang pangunahing tauhan sa kuwento? Anu-ano ang kanyang mga katangian? Saan naganap ang alamat ni Bernardo Carpio? Ano ang nagyari kay Bernardo nang magkaharap sila ng engkantado? Ayon sa alamat, ano ang sanhi ng paglindol sa kabundukan ng San Mateo?	Sino ang pangunahing tauhan sa alamat? Saan ito naganap? Anu-ano ang makikita sa bundok?		
B. Paghahabi sa layunin ng aralin	Ano ang nangyayari kapag may lindol? Ano ang dapat nating gawin kapag may lindol? Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	Laro: Bigyan ang bawat pangkat ng manila paper para sa gawain. Isulat ang mga katangian ni Bernardo Carpio gamit ang word map.	Pagtambalin nang wasto ang mga salitang magka-ugnay sa hanay A at Hanay B A nanay sapatos tinidor ibon B pugad medyas tatay kutsara		



	Saan naganap ang alamat ni Bernardo Carpio? Ano ang nagyari kay Bernardo nang magkaharap sila ng engkantado?		d. tren at motorsiklo e. kotse"t motorsiklo		
F. Paglinang sa kabihasnan (Tungo sa Formative Assessment)	Ayon sa alamat, ano ang sanhi ng paglindol sa kabundukan ng San Mateo?	Magdula-dulaan tungkol sa bahaging ito ng kuwento.(Bawat Pangkat) Artista Ako Pagdaan ni Bernardo sa magkaparis nanaglalakihang bato ay ginamit ng engkantado angkanyang agimat upang pag-umpugin nito ang naglalakihang bato sa pagnanais na ipitin at patayin si Bernardo. Dahil sa pagkabigla ni Bernardo ay hindi siya nakaiwas at unti-untingsiyang naipit ng nag-uuntugang bato. Ginamit niya ang kanyang lakasupang pigilan ang mga bato subalit ang kanyang lakas ay may katapat na lakas na nagmumula sa agimat ng engkantado.	Isulat nang paikli ang pangalan ng mga larawan. 		
G. Paglalapat ng aralin sa pang-araw-araw na buhay	Basahin ang may wastong intonasyon, damdamin at bantas ang mga sumusunod na parirala, pangungusap mula sa kuwento. pambihirang lakas at kisig. Maliit pa lang ay kinakitaan na si Bernardo ng pambihirang lakas at kisig namimintong himagsikan Ginamit niya ang kanyang lakas upang pigilan ang mga bato. Ang mag-asawa ay mahirap lang subali't sila ay mabait	Pagsasagaw ng Dula-dulaan ng bawat pangkata.	Magbigay ng mga salitang pinaikli at gamitin sa pangungusap.		
H. Paglalahat ng aralin			Paano pinaikli ang dalawang salita? Anong bantas ang ginagamit? Tandaan: Gumagamit ng kudlit kapalit ng titik (a) na kinaltas sa pagpapaikli ng salita.		

			aso at pusa – aso’t pusa		
I. Pagtataya ng aralin	Bigyan ng pagkakataon ang mga bata na magbahagi ng sariling karansan gamit ang mga salitang kilos. Hal. Nagtago kami sa ilalim ng kama nang lumindol. Nag-iiyak ako sa sobrang takot. Tumakbo ako nang tumakbo upang hindi ko maramdaman ang pagyanig. Nagdasal kami ng aking pamilya sa Diyos.	Iguhit ang bahagi ng kuwento na pinakagusto mo.	Isulat ang katumbas na pinaikling na salita. mesa at silya kutsara at tinidor timba at tabo relo at singsing batya at tubig		
J.Karagdagang gawain para sa takdang-aralin at remediation					
IV. MGA TALA					
V. PAGNINILAY					
A. Bilang ng mag-aaral na nakakuha ng 80% sa pagtataya	___ bilang ng Mag-aaral na nakakuha ng 80% sa Pagtataya	___ bilang ng Mag-aaral na nakakuha ng 80% sa Pagtataya	___ bilang ng Mag-aaral na nakakuha ng 80% sa Pagtataya	___ bilang ng Mag-aaral na nakakuha ng 80% sa Pagtataya	___ bilang ng Mag-aaral na nakakuha ng 80% sa Pagtataya
B. Bilang ng mag-aaral na nangangailangan ng iba pang gawain para sa remediation	___ bilang ng mag-aaral na nangangailangan ng gawain para sa remediation	___ bilang ng mag-aaral na nangangailangan ng gawain para sa remediation	___ bilang ng mag-aaral na nangangailangan ng gawain para sa remediation	___ bilang ng mag-aaral na nangangailangan ng gawain para sa remediation	___ bilang ng mag-aaral na nangangailangan ng gawain para sa remediation
C. Nakatulong ba ang remedial? Bilang ng mga mag-aaral na naka-unawa sa aralin	___ Oo ___ Hindi ___ bilang ng mag-aaral na naka-unawa sa aralin	___ Oo ___ Hindi ___ bilang ng mag-aaral na naka-unawa sa aralin	___ Oo ___ Hindi ___ bilang ng mag-aaral na naka-unawa sa aralin	___ Oo ___ Hindi ___ bilang ng mag-aaral na naka-unawa sa aralin	___ Oo ___ Hindi ___ bilang ng mag-aaral na naka-unawa sa aralin
D. Bilang ng mga mag-aaral na magpapatuloy sa remediation	___ bilang ng mag-aaral na magpapatuloy sa remediation	___ bilang ng mag-aaral na magpapatuloy sa remediation	___ bilang ng mag-aaral na magpapatuloy sa remediation	___ bilang ng mag-aaral na magpapatuloy sa remediation	___ bilang ng mag-aaral na magpapatuloy sa remediation
E. Alin sa mga istratehiya sa pagtuturo ang nakatulong ng lubos?	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method

	___ Lecture Method <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	___ Lecture Method <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	___ Lecture Method <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	___ Lecture Method <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	___ Lecture Method <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks
F. Anong suliranin ang aking naranasan na nasolusyunan sa tulong ng aking punongguro?	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab ___ Additional Clerical works <i>Planned Innovations:</i> ___ Localized Videos ___ Making big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab ___ Additional Clerical works <i>Planned Innovations:</i> ___ Localized Videos ___ Making big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab ___ Additional Clerical works <i>Planned Innovations:</i> ___ Localized Videos ___ Making big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab ___ Additional Clerical works <i>Planned Innovations:</i> ___ Localized Videos ___ Making big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab ___ Additional Clerical works <i>Planned Innovations:</i> ___ Localized Videos ___ Making big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition
G. Anong kagamitang panturo ang aking nadibuho na nais kong ibahagi sa mga kapwa ko guro?	<i>The lesson have successfully delivered due to:</i> ___ pupils' eagerness to learn ___ complete/varied IMs ___ uncomplicated lesson ___ worksheets ___ varied activity sheets <i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/ Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama	<i>The lesson have successfully delivered due to:</i> ___ pupils' eagerness to learn ___ complete/varied IMs ___ uncomplicated lesson ___ worksheets ___ varied activity sheets <i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/ Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama	<i>The lesson have successfully delivered due to:</i> ___ pupils' eagerness to learn ___ complete/varied IMs ___ uncomplicated lesson ___ worksheets ___ varied activity sheets <i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/ Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama	<i>The lesson have successfully delivered due to:</i> ___ pupils' eagerness to learn ___ complete/varied IMs ___ uncomplicated lesson ___ worksheets ___ varied activity sheets <i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/ Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama	<i>The lesson have successfully delivered due to:</i> ___ pupils' eagerness to learn ___ complete/varied IMs ___ uncomplicated lesson ___ worksheets ___ varied activity sheets <i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/ Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama

	___ Discovery Method ___ Lecture Method Why? ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	___ Discovery Method ___ Lecture Method Why? ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	___ Discovery Method ___ Lecture Method Why? ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	___ Discovery Method ___ Lecture Method Why? ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	___ Discovery Method ___ Lecture Method Why? ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks
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