GRADES 1 TO 12 DAILY LESSON LOG	SCHOOL	Tondol National High School	GRADE LEVEL	11-Shakespeare
	TEACHER	Carl John C. Carolino	LEARNING AREA	Reading and Writing
	TEACHING DATES AND TIME	January 9-13, 2023 (2:45-4:45 PM)	QUARTER	2/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 understands the requirements of composing academic writing and professional correspondence.			
B.Performance Standards	The learner produces each type of academic writing and professional correspondence following the properties of well-written texts and process approach to writing.			
C.Learning Competencies/Objectives Write the LC Code for each	Identify the unique features of and requirements in composing professional correspondence: c. Application for Employment (EN11/12RWS-IVhj-13.3) Learning objectives: 1. Identify the unique features and requirements in writing application letter; 2. Appreciate the importance of writing an application; and 3. Compose an employment letter.	Identify the unique features of and requirements in composing professional correspondence: c. Application for Employment (EN11/12RWS-IVhj-13.3) Learning objectives: 1. Identify the unique features and requirements in writing application letter; 2. Appreciate the importance of writing an application; and 3. Compose an employment letter.	Identify the unique features of and requirements in composing professional correspondence: c. Application for Employment Learning objectives: 1. Identify the unique features and requirements in writing application letter; 2. Appreciate the importance of writing an application; and 3. Compose an employment letter.	Identify the unique features of and requirements in composing professional correspondence: c. Application for Employment Learning objectives: 1. Identify the unique features and requirements in writing application letter; 2. Appreciate the importance of writing an application; and 3. Compose an employment letter.
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.			
	Composing Professional Correspondence	Composing Professional Correspondence	Composing Professional Correspondence	Composing Professional Correspondence
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	Reading and Writing Quarter 4 --- Module 9: Composing	Reading and Writing Quarter 4 Module 9: Composing	Reading and Writing Quarter 4 Module 9: Composing	Reading and Writing Quarter 4 Module 9: Composing

	Professional Correspondence, pp. 13-17	Professional Correspondence, pp. 13-17	Professional Correspondence, pp. 13-17	Professional Correspondence, pp. 13-17
3.Textbook Pages				
4.Additional Materials from Learning Resources (LR) portal				
B.Other Learning Resources				https://hbr.org/2014/02/how-to-write-a-cover-letter https://www.template.net/business/letters/difference-between-job-application-letter-and-cover-letter/
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 objectives.	Review the learners about application letters.	Ask the learners the update on their letter writing.	Ask the learners what they did in the previous session.
B.Establishing a purpose for the lesson	My Best Qualities Direction: The learners will write down their three best qualities based on the job or work they want to have.	Orient the learners about the application letter writing.		Ask the learners to define the word 'cover'.
C.Presenting examples/instances of the new lesson	Present to the learners a sample of application letters. Ask them what they have observed from it.	Present them with samples of application letter.		Present a sample of a cover letter.
D.Discussing new concepts and practicing new skills #1	Discuss writing an application letter. After that, ask the learners to create the dos and don'ts in writing that kind of professional correspondence.	Discuss how Harvard provides samples of application letters.		Discuss cover letter. Then, ask the learners to create a Venn Diagram about the similarities and differences of a cover letter and an application letter.
E.Discussing new concepts and practicing new skills #2				
F.Developing mastery (Leads to formative assessment)	The learners will write an application given its parts under What's More, page 17.	The learners will do the draft of their application letters.	The learners need to finish writing their application letter.	The learners will write a short cover letter.
G.Finding practical/applications of concepts and skills in daily living	Ask:			Ask:

	How can application letters help you to value your abilities?			How can a cover letter help you to appreciate yourself?
H. Making generalizations and abstractions about the lesson	The learners will give their takeaways in the learning session.	The learners will give their takeaways in the learning session.		The learners will give their takeaways in the learning session.
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: Checked and Noted:

CARL JOHN C. CAROLINO
Teacher II