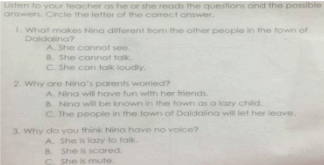





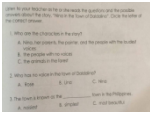

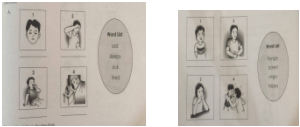
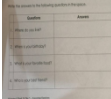
 GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	I
	Teacher:		Learning Area:	ENGLISH
	Teaching Dates and Time:	Week 6	Quarter:	4TH QUARTER

I. OBJECTIVES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
A. Content Standards	Listening Comprehension -The learner demonstrates understanding of story elements and text structures for effective oral expression.	(Vocabulary) The Learner demonstrates understanding of familiar English words for effective communication Listening Comprehension -The learner demonstrates understanding of story elements and text structures for effective oral expression	Grammar -The learner demonstrates understanding of concepts of nouns and adjectives for identification and description	Grammar -The learner demonstrates understanding of concepts of nouns and adjectives for identification and description	Listening Comprehension -The learner demonstrates understanding of story elements and text structures for effective oral expression.
B. Performance Standards	Listening Comprehension -The learner correctly identifies elements of literary and informational texts to aid meaning getting.	(Vocabulary) The learner uses basic vocabulary to independently express ideas about personal, home, school and community experiences Listening Comprehension -The learner correctly identifies elements of literary and informational texts to aid meaning getting.	Grammar -The learner correctly names people, objects, places and things through theme-based activities.	Grammar -The learner correctly names people, objects, places and things through theme-based activities.	Listening Comprehension -The learner correctly identifies elements of literary and informational texts to aid meaning getting.
C. Learning Competencies/ Objectives Write the LC for each	EN1LC-IVa-j-2.1 Listen to narrative and informational text or poem and Note important details	EN1V-IVf-j-12.1 Give the meaning of words using clues (TPR, pictures, body movements, etc.) EN1LC-IVa-j-2.1 1. Listen to narrative and informational text or poem and Note important details	EN1G-IVf-j- Recognize describing words for people, objects, things and places (color, shape, size, height, weight, length, distance, etc.)	EN1G-IVf-j-5 Recognize describing words for people, objects, things and places (color, shape, size, height, weight, length, distance, etc.)	EN1LC-IVa-j-2.1 Listen to narrative and informational text or poem and Note important details
II. CONTENT					
III. LEARNING RESOURCES					

A. References	Basa Pilipinas Grade I Quarter 4 English Teachers Guide	Basa Pilipinas Grade I Quarter 4 English Teachers Guide	Basa Pilipinas Grade I Quarter 4 English Teachers Guide	Basa Pilipinas Grade I Quarter 4 English Teachers Guide	Basa Pilipinas Grade I Quarter 4 English Teachers Guide
1. Teacher’s Guide pages	Page 98	Page 99	Page 100	Page 101-102	Page 103
Teacher’s Materials pages					
Look pages					
B. Other Learning Resources					
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	<p>Let pupils answer the question from the story, “Si Nina sa Bayan ng Daldalina.”</p> 	<p>Asking question about the story. What did Nina do? Where did she plan to go? What did her mother tell her to do? What did her father ask her to bring? Where did Nina go? What did she see in the forest? What did she see on top of the mountain? What did she see under the sea?</p>	<p>Ask question regarding the story, “Nina in the Town of Daldalina.”</p>	<p>What are adjectives?</p>	<p>Singing of a song “ itsy bitsy spider”. (lyrics of a song is at TG on page 311)</p>
B. Establishing a purpose for the lesson	<p>Introduces the poem “ cackle cackle mother goose” Let them recite the poem and unlock the meanings of the new words in the poem.</p> <p>“Cackle Cackle Mother Goose” <i>Cackle cackle Mother Goose, Have you any feathers loose? Truly have I, pretty fellow, Half enough to fill a pillow. Here are quills, take one or two, And down to make a bed for you.</i></p>	<p>Teacher introduces the poem “At the Seaside” in class. Pupils recite the poem and unlock the meaning of the highlighted words in the poem.</p> <p>“At the Seaside” <i>By: Robert Louis Stevenson When I was down beside the sea A wooden spade they gave to me To dig the sandy shore. My holes were empty like a cup. In every hole the sea came up, Till it could come no more.</i></p>	<p>“I’m a Little Tea Pot” <i>I’m a little tea pot Short and stout Here is my handle Here is my spout When I get all steamed up Hear me shout Tip me over and pour me out I’m a little clever tea pot Yes, it’s true Here let me show you What I can do I can change my handle and my spout Just tip me over and pour me out (Repeat first stanza)</i></p>	<p>Recite the poem “ little Miss Muffet,” -let pupils unlock the meanings of the highlighted words in the poem</p> <p>“Little Miss Muffet” <i>Little Miss Muffet Sat on a tuffet, Eating her curds and whey; Then came a big spider; Who sat down beside her; And frightened Miss Muffet away</i> Teacher: Today, you will able to recognize describing words.</p>	<p>Teacher: Today, shares/express personal ideas, thoughts, actions, and feelings using familiar words</p>

<p>C. Presenting examples/instances of the new lesson</p>	<p>Posts a picture on the board.</p>  <p>Talk about the psted picture.</p>	<p>Teacher: Today, we are going to continue to read the second half of the story entitled “si nina sa bayan ng daldalina”</p> <p>Ask a volunteer to recall the first half of the events of the story they heard yesterday.</p> <p>Show some objects used for cleaning. Pupils will say the names of the objects.</p> <p>-teacher will introduce the English names of the objects.</p> <p>-have the pupils share their ideas on when and how they often use those objects.</p>	<p>Teacher posts a picture on the board and asks questions about it.</p>  <p>-pupils answer some questions about the picture and talk about it.</p> <p>Let them share their experiences related to the picture.</p>	<p>Posts a picture and asks questions about it.</p>  <p>-pupils will study the picture. And answer the questions.</p> <p>-pupils answer questions about the picture and talk about it.</p>	<p>Asks the pupils to share with the class the cleanest and the most beautiful place they know.</p> <p>Let them share their stories with their classmates.</p>
<p>D. Discussing new concept and practicing new skills #1</p>	<p>Have the pupils answer the teachers questions.</p> <p><i>What do you see in the picture? How will you describe the picture? That’s right. It is beautiful. It is clean. Why do think is the place beautiful and clean? What things make it beautiful? Is your neighborhood as clean and beautiful like the picture? What does your neighborhood look like? Talk about your community with your seatmate. Use the adjectives that we studied. Later, I will call some of you to share what your seatmate told you about their community. Encourage them to share their answers with their seatmate. Call some pupil to share their answer in front of the class.</i></p>	<p>Asks pupils to show and describe their pictures of daldalina.</p> <p>Teacher will prepare the pupils for the rereading of the second part of the story.</p>	<p>Talk about the pictures.</p> <p>Teacher says: <i>What do you see in the picture? That’s right. There are garbage bins for paper, glass, and plastic. What are they for? What do we put in each one? Have you seen one of those at home, in school, or in your neighborhood? Do you know how to make them? What do you think are other things that we can use as garbage bins? Discuss and brainstorm with your seatmate about the things that we can use as garbage bins. I will give you a few minutes to discuss. Later, I will call some of you to share your ideas in class.</i></p> <p>Encourage them to do the task.</p>	<p>Asks the pupils to practice using the adjectives discussed the previous day.</p> <p>Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more</p>	<p>Teacher posts some simple questions and answers to those question on the board.</p> <p>Let pupils determine the words that are used to ask questions.</p> <p>(questions and answer is at TG on page 311)</p>

E. Discussing new concepts and practicing new skills #2	<p>Tell the class that they will read the story again</p> <p>Rereading the story, “Si Nina sa Bayan ng Daldalina.”</p> <p>Pupils listen carefully and focus on the details of the story.</p>	<p>Teacher : Re-reads the second half of the story.</p>	<p>Posts some pictures and a list of adjectives on the board.</p>  <p>Let pupils works in triads and match the adjectives with the correct pictures.</p> <p>Teacher will discuss the pupils answers.</p> <p>Encourage them to participate the discussion.</p>	<p>Teacher asks pupils to practice using the adjectives discussed the previous day. Some pupils may act them out, while others may say the adjective that describes the feeling acted out by the other group.</p> <p>Teacher says: <i>We are going to practice using the adjectives that we studied yesterday. I will divide your class into eight groups. There should be only four members in your group. Each group will get pieces of paper with adjectives written and pictures drawn on them. Two members of your group will act out the feelings shown on the papers, while the other two will say the adjectives that describe the feelings. After a few rounds, the members will exchange roles.</i></p>	<p>Encourage each pupil to participate the class discussion.</p> <p>Guide each in making the task.</p>
F. Developing mastery (Leads to formative assessment)	Asking questions from the story.	Asking questions from the story. Encourage each to participate the class discussion	-let them make a sentence using the adjectives posted on the board.	Let pupils make their own crown. And in their crown, let them write a word that best describe them.	Call each pupil to answer the questions.
G. Finding practical/ application of concepts and skills in daily living	Incase you meet a girl like Nina, will you befriended her?	Will you laugh at a person with disability?	Ask them to draw their community and make a simple sentence using an adjective.	Group sharing using their improvise crown.: Have each group present their task in front of the class.	Have them make a sentence using the words posted , recently discussed.
H. Making generalizations and abstractions about the lesson	Remember: Do not laugh a person with disabilities.	Who is Nina?	What are adjectives?	What are adjectives?	Ask: What is a question? (questions are asking sentences)
I.Evaluating Learning		<p>Direction: Circle the letter of the correct answer:</p> 	<p>Direction: Color the kind of neighborhood that you want to have.</p> 	<p>Direction: Choose the word which goes with each picture. Write the adjective under each picture.</p> 	<p>Direction: Write the answers to the following questions in the space.</p> 

J. Additional activities for application or remediation	- let them draw their own versions of daldalina in their notebook. -write two or three adjectives to describe their pictures.	-reminds the pupils to review their lesson on adjectives.	Asks the pupils to review adjectives.	Write 20 adjectives in your notebook.	Checking and recording
V. REMARKS					
VI. REFLECTION					
A.No. of learners who earned 80% in the evaluation	___ of Learners who earned 80% above	___ of Learners who earned 80% above	___ of Learners who earned 80% above	___ of Learners who earned 80% above	___ of Learners who earned 80% above
learners who require additional activities for remediation who scored below 80%	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation
C. Did the remedial lessons work? No. of learners who have caught up with the lesson	___Yes ___No ___ of Learners who caught up the lesson	___Yes ___No ___ of Learners who caught up the lesson	___Yes ___No ___ of Learners who caught up the lesson	___Yes ___No ___ of Learners who caught up the lesson	___Yes ___No ___ of Learners who caught up the lesson
D. No. of learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation
E. Which of my teaching strategies worked well? Why did these work?	<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	<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	<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	<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	<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

F. What difficulties did I encounter which my principal or supervisor can help me solve?	___ 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. What innovation or localized materials did I use/discover which I wish to share with other teachers?	<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 <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	<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 <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	<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 <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	<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 <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	<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 <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks

