	GRADES 1 to 12 DAILY LESSON LOG	School:	DepEdClub.com	Grade Level:	I
		Teacher:	File created by Ma'am NINA SHERRY L. CLEMENTE	Learning Area:	ENGLISH
		Teaching Dates and Time:	MARCH 11 – 15, 2024 (WEEK 7)	Quarter:	3RD QUARTER

I. OBJECTIVES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
A. Content Standards	The learner… demonstrates understanding of useful strategies for purposeful literacy learning	The learner… demonstrates understanding of useful strategies for purposeful literacy learning	The learner… demonstrates understanding of useful strategies for purposeful literacy learning	The learner… demonstrates understanding of useful strategies for purposeful literacy learning	The learner… demonstrates understanding of useful strategies for purposeful literacy learning
B. Performance Standards	The learner… uses strategies independently in accomplishing literacy-related tasks	The learner… uses strategies independently in accomplishing literacy-related tasks	The learner… uses strategies independently in accomplishing literacy-related tasks	The learner… uses strategies independently in accomplishing literacy-related tasks	The learner… uses strategies independently in accomplishing literacy-related tasks
C. Learning Competencies/ Objectives Write the LC for each	EN1LC-IIIa-j- 1.1 Listen to short stories/poems and relate story events to one's experience	EN1LC-IIIa-j- 1 Listen to short stories/poems and Relate story events to one's experience. EN1OL-IIIb-c 1.3.3 Talk about one's personal experiences pertaining to the family, one's pets, and personal experiences	EN1PA-IIIa-e-2.2 Recognize rhyming words in nursery rhymes, poems, songs heard EN1OL-IVd- 1.3.4 Talk about topics of interest (likes and dislikes)	EN1V-IIIa-e-5 Use words that are related to self, family, school, community, and concepts such as the names for colors, shapes, and numbers.	
II. CONTENT	Naming words	Relating events to one's Experience	Rhyming words	Naming words	
III. LEARNING RESOURCES					
A. References					
1. Teacher's Guide pages					
2. Learner's Materials pages					
3. Textbook pages					
B. Other Learning Resources					
IV. PROCEDURES					

A. Reviewing previous lesson or presenting the new lesson	**SING A SONG** Teacher introduces the first stanza of the song, "Da Coconut Nut" in class.	Introduces the first stanza of the song "Da coconut nut ".	Introduces the poem "All things bright and beautiful". - Show and talk about their favorite things to their seatmates.	Introduces the song "I'm a little tea pot". Ask pupils to share their favorite songs in a class	
B. Establishing a purpose for the lesson	Teacher shows an actual coconut fruit or posts a picture of it on the board.	Teacher: Today, you will listen a second part of a story and to relate the events of the story.	Teacher: Today, you are expected to recognize the rhyming in the poems.	Teacher: Today, you are expected to use the naming words	
C. Presenting examples/instances of the new lesson	**Activating Prior Knowledge** Ask: if they have seen or tasted a coconut. Let pupils to list some food with coconut ingredients.	Teacher posts her/his favorite food. Pupils will think also their favorite food and share it in a class.	Teachers reads again the poem," All things bright and Beautiful".	Show new pictures and at the right side are the name words Posts new picture of a community on the board. Let pupils identify the picture	
D. Discussing new concept and practicing new skills #1	Show the cover page of the big book**" Si pilong patago-tago".** Introduce the author and the illustrator. Ask: What do you think is the story all about? Rising of motive questions. Encourage pupils to ask questions about what they want to know in the story.	Teacher asks the pupils to recall the events of the story that they heard. Ask some questions from the first part of the story. Encourage pupils to answer the question correctly	Teacher reread again the poem, this time allow pupils to read the poem together. Points out the rhyming words in the poem. Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	Call volunteer to match the picture to its picture name on the board. Guide pupils in matching the picture to its name words Teacher asks pupils to share about the people they see in their community	
E. Discussing new concepts and practicing new skills #2	The teacher reads the story to the pupils from pages 1 to 13 using predictive questions, to make reading interactive.	Teacher will continue to read the second part of the story using predictive questions, to make reading interactive.	Let pupils identify the rhyming words in the poem.	The teacher reads all the words on the board.	

			Write the rhyming words on the board. Stanza Rhyming words 1beautiful-full; small-all 2sings-wings 3by-sky 4sun-everyone 5tell-well	Guide pupils as they read the words correctly	
F. Developing mastery (Leads to formative assessment)	Read the story again together with the pupils. Ask comprehension questions about the story. Who are Mother, Father, and Ate Bebeng looking for? –What does Pilo like to do? –In what places did he hide? –What did Pilo suddenly say to Mother, Father, and Ate Bebeng? –Do you also like to hide? –Where do you hide? –What happens when you hide?	Read the story again together with the pupils. Ask comprehension questions about the story. Where did Mother and Pilo go to buy pants? –What did Pilo do when they were at the store? –What happened when Pilo came out of the clothes rack? –What did he feel when he couldn't find Mother? –If you were Pilo, what would you feel if you can't find your mother? What would you do? –Are you like Pilo? Do you also love to hide? Or have you been lost before?	Teacher will read all the listed rhyming words in the board. Asks pupils to read the rhyming words together	Call 4 volunteer Each pupil will holding a word of person, place, things and animals. Give a word that pupils will identify, whether it is a name of persons, places, things or animals	
G. Finding practical/ application of concepts and skills in daily living	Call pupils to answer the questions posted on the board. (please refer to LM on page 42)	Following directions (Please refer to LM on page 45).	Divide the class into 5 groups. Each group will recite the poem every stanza		
H. Making generalizations and abstractions about the lesson	what is the story all about? what lesson did you learn from the story?	Asks questions about the second part of the story. Teacher writes the new words on the board. Teacher unlocks the meaning of the new words in the story.	What are words that have the same ending sounds. Rhyming Words	Teacher posts a list of words on the board. Pupils will identify if the word is a name of person, thing, place or animal	

I.Evaluating Learning	Direction: Fill in the blank reads each sentence and answer each question. (please refer to LM on page 43)	Direction: Draw a happy face or a sad face inside the circle to show how you feel about each picture. (please refer to LM on page 44)	Direction: Read each set of words. Circle the rhyming words in each row. (please refer to Lm on page 46)	Direction: put an X in the box next to the picture that does not belong to the group. (please refer to LM on page 47)	
J. Additional activities for application or remediation	Who are the characters in the story?	Pupils bring two of their favorite things to class	Give 5 words that rhymes	Pupils think of their most unforgettable weekend with their families.	
V. REMARKS					
VI. REFLECTION					
A.No. of learners who earned 80% in the evaluation					
B.No. of learners who require additional activities for remediation who scored below 80%					
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?	*Strategies used that work well:* ___ 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	*Strategies used that work well:* ___ 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	*Strategies used that work well:* ___ 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	*Strategies used that work well:* ___ 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	*Strategies used that work well:* ___ 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

	Column 1	Column 2	Column 3	Column 4	Column 5
	___ Lecture Method *Why?* ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	___ Lecture Method *Why?* ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	___ Lecture Method *Why?* ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	___ Lecture Method *Why?* ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	___ Lecture Method *Why?* ___ 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 *Planned Innovations:* __ 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 *Planned Innovations:* __ 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 *Planned Innovations:* __ 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 *Planned Innovations:* __ 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 *Planned Innovations:* __ 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?	*The lesson have successfully delivered due to:* ___ pupils' eagerness to learn ___ complete/varied IMs ___ uncomplicated lesson ___ worksheets ___ varied activity sheets *Strategies used that work well:* ___ 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	*The lesson have successfully delivered due to:* ___ pupils' eagerness to learn ___ complete/varied IMs ___ uncomplicated lesson ___ worksheets ___ varied activity sheets *Strategies used that work well:* ___ 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	*The lesson have successfully delivered due to:* ___ pupils' eagerness to learn ___ complete/varied IMs ___ uncomplicated lesson ___ worksheets ___ varied activity sheets *Strategies used that work well:* ___ 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	*The lesson have successfully delivered due to:* ___ pupils' eagerness to learn ___ complete/varied IMs ___ uncomplicated lesson ___ worksheets ___ varied activity sheets *Strategies used that work well:* ___ 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	*The lesson have successfully delivered due to:* ___ pupils' eagerness to learn ___ complete/varied IMs ___ uncomplicated lesson ___ worksheets ___ varied activity sheets *Strategies used that work well:* ___ 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

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