

 GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	VI
	Teacher:		Learning Area:	TLE-IA
	Teaching Dates and Time:	WEEK 8	Quarter:	4TH QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES					
A. Content Standards	Demonstrates an understanding of and skills in repairing simple gadgets/ furniture/furnishing/ furnishings at home and school				
B. Performance Standards	Makes simple repairs with ease and dexterity or manipulative skill				
C. Learning Competencies / Objectives e the LC code for each	Gathers data on how to do simple repairs using technology or other data TLE6IA-oh-10	Repairs broken furniture (chairs, cabinet and table) door knobs, extensions cords, lampshades, and other products TLE6IA-oh-10	Assesses repaired gadgets /furniture/furnishing as to its reusability and functionality using of rubrics TLE6IA-oh-10	Improve repairs undertaken TLE6IA-oh-10	
II. CONTENT	Repair simple gadgets/ furniture / furnishing at home and school				
III. LEARNING RESOURCES					
A. References					
1. Teacher’s Guide pages					
2. Learner’s Materials pages					
3. Textbook pages					
4. Additional Materials from Learning Resource (LR)portal					
B. Other Learning Resources					
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	Ask the pupils: What furniture do you have at home that needs to be repaired?	The teachers call each group and instruct them to look for a broken appliances or furniture inside their classroom or outside their classroom. The teacher gives at least 10 minutes.		The teacher will ask the pupils common problems at home that needs simple repairs	Why is assessment important in any task you are going to perform?
B. Establishing a purpose for the lesson	The teacher will ask the pupils some of their experiences on how they managed or planned to repair broken furniture. The teacher will write on the board the pupils’ answers.	The teacher will ask the pupils some of their experiences about repairing some of the broken furniture at home by themselves. The teacher will ask the pupils to give 5 very “very good clap” for those pupils who made the fixing by themselves.		Teacher will assess the work of each group	After assessing your work and you found out that it needs improvement, what will you do?
C. Presenting examples/ instances of the new lesson	In repairing, why is planning or gathering data important?	The teacher will present examples of different hand tools for home repairs. Refer to appendix 1 The teacher will present examples of simple home repairs: 1. Plumbing Repairs (refer to appendix 2)	The teacher will present examples of simple home repairs: 2. Electrical Repairs 3. Placing hinges (refer to appendix2)	Each group will present their work to the class. The teacher and the other group will assess the presented output	Each group will present the assessment given by the other group.

D. Discussing new concepts and practicing new skills #1	The teacher and the pupils will have interaction on the different data needed in simple home repairs	The teacher and the pupils will talk about the different hand tools needed for home repairs	The teacher and the pupils will have cooperative discussion on the lessons presented	The teacher will ask the following question to each group: 1. What method did you use in repairing the assigned task? 2. Can you tell the steps you did in repairing the assigned task? 3. What different tools did you use? 4. Are you sure that you follow the steps carefully? 5. In a rate of 1-5, 5 is the excellent how will you rate your work?	The group who will make some improvements and remediation will be taken care of with the teacher's supervision
E. Discussing new concepts and practicing new skills #2					Each group will present their output and the teacher will commend or evaluate them.
F. Developing mastery (to Formative Assessment 3)	The teacher will tell the pupils to look around their room and find out which one needs repair. Example: door knob, broken chair, broken table, and door hinges. Pupils will write their assessment on the damage that needs to be repaired and the tools needed.	Guessing game Refer to activity 1	Divide the pupils into 4 groups. Distribute the activity sheets with a situation that needs simple repair Example: leaking faucet, broken armchair etc.	Checking and Evaluating of the work of each group using the rubrics. The teacher might praise or give commendation and suggestions to those output that needs further improvement.	The teacher will rate their improved work using rubrics Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more
G. Finding practical applications of concepts and skills in daily living		What is the importance of having some hand tools for home repairs at home?	How can you help your family save financially by having the knowledge in simple home repairs?	Why is proper assessment in doing any task necessary for a good quality of work or output?	Being a member of a team, what should be your attitude for a fast performance on an assigned task?
H. Making generalizations and abstractions about the lesson	Why is planning and Why is planning and gathering data important in making simple home repairs?	What are the different hand tools you should have at home ready for home repairs?	How is having a full knowledge of simple home repairs can help you and other people/ community make life easier?	In this lesson what did you gain? Why is it important?	What is the importance of producing a good quality of work?
I. Evaluating learning	Show a broken chair. Tell the pupils to write necessary data needed for repairing.	Complete the table Refer to activity 2	Divide the class into 4 groups. Ask the pupils to repair a broken furniture presented to each group (the teacher will provide the broken furniture's for each group)	Ask the pupils to exchange their work to other group and ask for an assessment	Write a short insight on the importance of being a good team member in doing an assigned task.
V. REMARKS					
VI. REFLECTION					

A. No .of learners who earned 80% on the formative assessment	___ of Learners who earned 80% above	___ of Learners who earned 80% above	<i>___ of Learners who earned 80% above</i>	___ of Learners who earned 80% above	___ of Learners who earned 80% above
B. No. of learners who require additional activities for remediation.	___ of Learners who require additional activities for remediation	<i>___ of Learners who require additional activities for remediation</i>	<i>___ of Learners who require additional activities for remediation</i>	<i>___ of Learners who require additional activities for remediation</i>	<i>___ of Learners who require additional activities for remediation</i>
C. Did the remedial lessons work? No. of learners who have caught up with the lesson.	<i>___ Yes ___ No ___ of Learners who caught up the lesson</i>	<i>___ Yes ___ No ___ of Learners who caught up the lesson</i>	<i>___ Yes ___ No ___ of Learners who caught up the lesson</i>	<i>___ Yes ___ No ___ of Learners who caught up the lesson</i>	<i>___ Yes ___ No ___ of Learners who caught up the lesson</i>
D.No .of learners who continue to require remediation	<i>___ of Learners who continue to require remediation</i>	<i>___ of Learners who continue to require remediation</i>	<i>___ of Learners who continue to require remediation</i>	<i>___ of Learners who continue to require remediation</i>	<i>___ of Learners who continue to require remediation</i>
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	___ Bullying among pupils ___ Pupils’ behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab	___ Bullying among pupils ___ Pupils’ behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab	___ Bullying among pupils ___ Pupils’ behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab	___ Bullying among pupils ___ Pupils’ behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab

	___ <i>Additional Clerical works</i>	___ <i>Additional Clerical works</i>	___ <i>Additional Clerical works</i>	___ <i>Additional Clerical works</i>	___ <i>Additional Clerical works</i>
G.What innovation or localized materials did I use/discover which I wish to share with other teachers?	Planned Innovations: ___ Localized Videos ___ Making big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition	Planned Innovations: ___ Localized Videos ___ Making big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition	Planned Innovations: ___ Localized Videos ___ Making big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition	<i>Planned Innovations:</i> ___ <i>Localized Videos</i> ___ <i>Making big books from views of the locality</i> ___ <i>Recycling of plastics to be used as Instructional Materials</i> ___ <i>local poetical composition</i>	<i>Planned Innovations:</i> ___ <i>Localized Videos</i> ___ <i>Making big books from views of the locality</i> ___ <i>Recycling of plastics to be used as Instructional Materials</i> ___ <i>local poetical composition</i>