



**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:	APRIL 15 - 19, 2024 (WEEK 3)	Quarter:	4TH QUARTER

I. OBJECTIVES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
A. Content Standards	The Learner. . . The learner Demonstrates understanding of story elements and text structures for effective oral expression	The Learner. . . The learner Demonstrates understanding of story elements and text structures for effective oral expression	The Learner. . . The learner demonstrates understanding of concepts of verbs, pronouns, and prepositions in meaningful messages	The Learner. . . The learner demonstrates understanding of concepts of verbs, pronouns, and prepositions in meaningful messages	The Learner. . . The learners demonstrate understanding of word meaning for correct usage
B. Performance Standards	The Learner. . . The learner Correctly identifies elements of literary and informational texts to aid meaning getting	The Learner. . . The learner Correctly identifies elements of literary and informational texts to aid meaning getting	The Learner. . . The learner Constructs grammatically correct-simple sentences in theme-based conversations using verbs, pronouns, and prepositions	The Learner. . . The learner Constructs grammatically correct-simple sentences in theme-based conversations using verbs, pronouns, and prepositions	The Learner. . . Sort and Classify familiar words into basic categories (colors, shapes, foods, etc)
C. Learning Competencies/ Objectives Write the LC for each	EN1LC-IVa-j- 1.1 Listen to short stories/poems Identify the speaker in the story or poem	EN1LC-IVa-j- 1.1 Listen to short stories/poems and Relate story events to one's experience	EN1G-IVa-e-3.4 Recognize common action words in stories listened to	EN1G-IVa-e-3.4 Recognize common action words in stories listened to Identify and use simple prepositions in sentences.	N1V-IVa-e-3 Sort and Classify familiar words into basic categories (colors, shapes, foods, etc)
II. CONTENT					
III. LEARNING RESOURCES					
A. References					
1. Teacher's Guide pages	264-266	266-268	268-269	270-271	272-273
2. Learner's Materials pages	85	86	87	91	92
3. Textbook pages					
B. Other Learning Resources					
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	Introduce the poem : "ROSES ARE RED,VIOLETS ARE BLUE" have the pupils recites the poem.	Introduces the poem " TIME TO RISE" in a class.	Introduce the poem: " to market , to market" Posts words on the board	Introduces the poem " the baby's dance"	Introduce the poem " little boy blue"

	Let them point out the rhyming and non-rhyming words in it.	Pupils recite the poem, and point out the rhyming and non-rhyming words in the poem. -	Allow pupils to point out the rhyming and non-rhyming words in the poem.	Have the pupils recite the poem, and point out the rhyming and non-rhyming words in the poem.	Have the pupils recite the poem and point out the rhyming and non-rhyming words in it
B. Establishing a purpose for the lesson	Teacher: Today, we will identify the details of the story that we read previous days.	Teacher: Today, we will relate the story we read to one's experience.	Teacher: Today, you are going to recognize a preposition.	Teacher: Today, you are going to identify the prepositions in the sentences.	Teacher: Today, we will identify and use simple prepositions in sentences.
C. Presenting examples/instances of the new lesson	Teacher posts a picture of a newscaster and reads a short report about an environmental problem.(landslide) Have the pupils answer the some questions about the news report. (pls. refer to TG on page 264-265)	Play the game " I SPY" Divide the class into two groups Explains the mechanics of the game.	Have the pupils play a game " I spy" Recall the mechanics of the game Choose their group representatives and get them ready to play.	Have the pupils show and tell their homework to the class.	Posts a picture of a group of people living in the desert. Have pupils answer the questions about the pictures and talk about it.
D. Discussing new concept and practicing new skills #1	Have the pupils recall the previous days story. Encourage pupils to say something about the story they heard.	Let the pupils play the game " I spy" after the teacher done with the instructions.	Teacher posts some sentences from the story on the board. Have the pupils reads the sentences and asks them to point out the verbs in each one. (pls. refer to TG on page 269 for the sentences)	Teacher introduces prepositions on-and in and under to the class using real objects and appropriate gestures.	Posts pictures and sentences on the board.
E. Discussing new concepts and practicing new skills #2	The teacher reviews some details about the story. Pause at some parts of the story to ask questions.	Divides the class into two groups with four members each. Have them show and talk about their homework.	Teacher introduces prepositions " IN " and "ON". Teacher will underlines the prepositions in the sentences and explains what prepositions are. (more discussion at TG on page 269)	Show the class a ball and places it on the table. (pls. refer to TG on page 271)	Have the pupils read the sentences given And have them give the correct preposition to complete the sentences. (sentences is at TG on page 273)
F. Developing mastery (Leads to formative assessment)	Read the story again together with the pupils.	Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	Teacher will post a new set of sentences and have the pupils point out the prepositions. (teacher must make own sentences to be posted on the board)	More discussion at TG on page 271 Prepositions "in" "on" "under" Encourage each pupil to participate the discussion.	Guide pupils in answering the sentences on the board.

<p>E. Which of my teaching strategies worked well? Why did these work?</p>	<p><i>Strategies used that work well:</i></p> <p><input type="checkbox"/> Group collaboration <input type="checkbox"/> Games <input type="checkbox"/> Solving Puzzles/Jigsaw <input type="checkbox"/> Answering preliminary activities/exercises <input type="checkbox"/> Carousel <input type="checkbox"/> Diads <input type="checkbox"/> Think-Pair-Share (TPS) <input type="checkbox"/> Rereading of Paragraphs/Poems/Stories <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Role Playing/Drama <input type="checkbox"/> Discovery Method <input type="checkbox"/> Lecture Method</p> <p><i>Why?</i></p> <p><input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's Cooperation in doing their tasks</p>	<p><i>Strategies used that work well:</i></p> <p><input type="checkbox"/> Group collaboration <input type="checkbox"/> Games <input type="checkbox"/> Solving Puzzles/Jigsaw <input type="checkbox"/> Answering preliminary activities/exercises <input type="checkbox"/> Carousel <input type="checkbox"/> Diads <input type="checkbox"/> Think-Pair-Share (TPS) <input type="checkbox"/> Rereading of Paragraphs/Poems/Stories <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Role Playing/Drama <input type="checkbox"/> Discovery Method <input type="checkbox"/> Lecture Method</p> <p><i>Why?</i></p> <p><input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's Cooperation in doing their tasks</p>	<p><i>Strategies used that work well:</i></p> <p><input type="checkbox"/> Group collaboration <input type="checkbox"/> Games <input type="checkbox"/> Solving Puzzles/Jigsaw <input type="checkbox"/> Answering preliminary activities/exercises <input type="checkbox"/> Carousel <input type="checkbox"/> Diads <input type="checkbox"/> Think-Pair-Share (TPS) <input type="checkbox"/> Rereading of Paragraphs/Poems/Stories <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Role Playing/Drama <input type="checkbox"/> Discovery Method <input type="checkbox"/> Lecture Method</p> <p><i>Why?</i></p> <p><input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's Cooperation in doing their tasks</p>	<p><i>Strategies used that work well:</i></p> <p><input type="checkbox"/> Group collaboration <input type="checkbox"/> Games <input type="checkbox"/> Solving Puzzles/Jigsaw <input type="checkbox"/> Answering preliminary activities/exercises <input type="checkbox"/> Carousel <input type="checkbox"/> Diads <input type="checkbox"/> Think-Pair-Share (TPS) <input type="checkbox"/> Rereading of Paragraphs/Poems/Stories <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Role Playing/Drama <input type="checkbox"/> Discovery Method <input type="checkbox"/> Lecture Method</p> <p><i>Why?</i></p> <p><input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's Cooperation in doing their tasks</p>	<p><i>Strategies used that work well:</i></p> <p><input type="checkbox"/> Group collaboration <input type="checkbox"/> Games <input type="checkbox"/> Solving Puzzles/Jigsaw <input type="checkbox"/> Answering preliminary activities/exercises <input type="checkbox"/> Carousel <input type="checkbox"/> Diads <input type="checkbox"/> Think-Pair-Share (TPS) <input type="checkbox"/> Rereading of Paragraphs/Poems/Stories <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Role Playing/Drama <input type="checkbox"/> Discovery Method <input type="checkbox"/> Lecture Method</p> <p><i>Why?</i></p> <p><input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's Cooperation in doing their tasks</p>
<p>F. What difficulties did I encounter which my principal or supervisor can help me solve?</p>	<p><input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works</p> <p><i>Planned Innovations:</i></p> <p><input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition</p>	<p><input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works</p> <p><i>Planned Innovations:</i></p> <p><input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition</p>	<p><input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works</p> <p><i>Planned Innovations:</i></p> <p><input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition</p>	<p><input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works</p> <p><i>Planned Innovations:</i></p> <p><input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition</p>	<p><input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works</p> <p><i>Planned Innovations:</i></p> <p><input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition</p>
<p>G. What innovation or localized materials did I use/discover which I wish to share with other teachers?</p>	<p><i>The lesson have successfully delivered due to:</i></p> <p><input type="checkbox"/> pupils' eagerness to learn <input type="checkbox"/> complete/varied IMs <input type="checkbox"/> uncomplicated lesson <input type="checkbox"/> worksheets</p>	<p><i>The lesson have successfully delivered due to:</i></p> <p><input type="checkbox"/> pupils' eagerness to learn <input type="checkbox"/> complete/varied IMs <input type="checkbox"/> uncomplicated lesson <input type="checkbox"/> worksheets</p>	<p><i>The lesson have successfully delivered due to:</i></p> <p><input type="checkbox"/> pupils' eagerness to learn <input type="checkbox"/> complete/varied IMs <input type="checkbox"/> uncomplicated lesson <input type="checkbox"/> worksheets</p>	<p><i>The lesson have successfully delivered due to:</i></p> <p><input type="checkbox"/> pupils' eagerness to learn <input type="checkbox"/> complete/varied IMs <input type="checkbox"/> uncomplicated lesson <input type="checkbox"/> worksheets</p>	<p><i>The lesson have successfully delivered due to:</i></p> <p><input type="checkbox"/> pupils' eagerness to learn <input type="checkbox"/> complete/varied IMs <input type="checkbox"/> uncomplicated lesson <input type="checkbox"/> worksheets</p>

	<p>___ varied activity sheets</p> <p><i>Strategies used that work well:</i></p> <p>___ Group collaboration</p> <p>___ Games</p> <p>___ Solving Puzzles/Jigsaw</p> <p>___ Answering preliminary activities/exercises</p> <p>___ Carousel</p> <p>___ Diads</p> <p>___ Think-Pair-Share (TPS)</p> <p>___ Rereading of Paragraphs/Poems/Stories</p> <p>___ Differentiated Instruction</p> <p>___ Role Playing/Drama</p> <p>___ Discovery Method</p> <p>___ Lecture Method</p> <p><i>Why?</i></p> <p>___ Complete IMs</p> <p>___ Availability of Materials</p> <p>___ Pupils' eagerness to learn</p> <p>___ Group member's Cooperation in doing their tasks</p>	<p>___ varied activity sheets</p> <p><i>Strategies used that work well:</i></p> <p>___ Group collaboration</p> <p>___ Games</p> <p>___ Solving Puzzles/Jigsaw</p> <p>___ Answering preliminary activities/exercises</p> <p>___ Carousel</p> <p>___ Diads</p> <p>___ Think-Pair-Share (TPS)</p> <p>___ Rereading of Paragraphs/Poems/Stories</p> <p>___ Differentiated Instruction</p> <p>___ Role Playing/Drama</p> <p>___ Discovery Method</p> <p>___ Lecture Method</p> <p><i>Why?</i></p> <p>___ Complete IMs</p> <p>___ Availability of Materials</p> <p>___ Pupils' eagerness to learn</p> <p>___ Group member's Cooperation in doing their tasks</p>	<p>___ varied activity sheets</p> <p><i>Strategies used that work well:</i></p> <p>___ Group collaboration</p> <p>___ Games</p> <p>___ Solving Puzzles/Jigsaw</p> <p>___ Answering preliminary activities/exercises</p> <p>___ Carousel</p> <p>___ Diads</p> <p>___ Think-Pair-Share (TPS)</p> <p>___ Rereading of Paragraphs/Poems/Stories</p> <p>___ Differentiated Instruction</p> <p>___ Role Playing/Drama</p> <p>___ Discovery Method</p> <p>___ Lecture Method</p> <p><i>Why?</i></p> <p>___ Complete IMs</p> <p>___ Availability of Materials</p> <p>___ Pupils' eagerness to learn</p> <p>___ Group member's Cooperation in doing their tasks</p>	<p>___ varied activity sheets</p> <p><i>Strategies used that work well:</i></p> <p>___ Group collaboration</p> <p>___ Games</p> <p>___ Solving Puzzles/Jigsaw</p> <p>___ Answering preliminary activities/exercises</p> <p>___ Carousel</p> <p>___ Diads</p> <p>___ Think-Pair-Share (TPS)</p> <p>___ Rereading of Paragraphs/Poems/Stories</p> <p>___ Differentiated Instruction</p> <p>___ Role Playing/Drama</p> <p>___ Discovery Method</p> <p>___ Lecture Method</p> <p><i>Why?</i></p> <p>___ Complete IMs</p> <p>___ Availability of Materials</p> <p>___ Pupils' eagerness to learn</p> <p>___ Group member's Cooperation in doing their tasks</p>	<p>___ varied activity sheets</p> <p><i>Strategies used that work well:</i></p> <p>___ Group collaboration</p> <p>___ Games</p> <p>___ Solving Puzzles/Jigsaw</p> <p>___ Answering preliminary activities/exercises</p> <p>___ Carousel</p> <p>___ Diads</p> <p>___ Think-Pair-Share (TPS)</p> <p>___ Rereading of Paragraphs/Poems/Stories</p> <p>___ Differentiated Instruction</p> <p>___ Role Playing/Drama</p> <p>___ Discovery Method</p> <p>___ Lecture Method</p> <p><i>Why?</i></p> <p>___ Complete IMs</p> <p>___ Availability of Materials</p> <p>___ Pupils' eagerness to learn</p> <p>___ Group member's Cooperation in doing their tasks</p>
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