

<b>GRADES 1 TO 12 DAILY LESSON LOG</b>	<b>SCHOOL</b>	Tondol National High School	<b>GRADE LEVEL</b>	11-Ada/Ampere/Lettuce/Shakespeare
	<b>TEACHER</b>	Carl John C. Carolino	<b>LEARNING AREA</b>	Oral Communication in Context
	<b>TEACHING DATES AND TIME</b>	November 28- December 2, 2022 11-Shakespeare and Ampere (7:30-9:30 AM) 11-Ada and Lettuce (9:45- 11:45 AM)	<b>QUARTER</b>	2/Week 4

	<b>SESSION 1</b>	<b>SESSION 2</b>	<b>SESSION 3</b>	<b>SESSION 4</b>
<b>I. OBJECTIVES</b>	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.			
<b>A. Content Standards</b>	The learner realizes the rigors of crafting one's speech.			
<b>B. Performance Standards</b>	The learner proficiently delivers various speeches using the principles of effective speech delivery.			
<b>C. Learning Competencies/Objectives</b> <b>Write the LC Code for each</b>	Uses principles of effective speech writing focusing on: <ul style="list-style-type: none"><li>• Audience profile</li><li>• Logical organization</li><li>• Duration</li><li>• Word choice</li><li>• Grammatical correctness</li></ul>	Uses principles of effective speech writing focusing on: <ul style="list-style-type: none"><li>• Audience profile</li><li>• Logical organization</li><li>• Duration</li><li>• Word choice</li><li>• Grammatical correctness</li></ul>	Uses principles of effective speech writing focusing on: <ul style="list-style-type: none"><li>• Audience profile</li><li>• Logical organization</li><li>• Duration</li><li>• Word choice</li><li>• Grammatical correctness</li></ul>	Uses principles of effective speech writing focusing on: <ul style="list-style-type: none"><li>• Audience profile</li><li>• Logical organization</li><li>• Duration</li><li>• Word choice</li><li>• Grammatical correctness</li></ul>
<b>II. CONTENT</b>	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.			
	Principles of Effective Speech Writing	Principles of Effective Speech Writing	Principles of Effective Speech Writing	Principles of Effective Speech Writing
<b>III. LEARNING RESOURCES</b>	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.			
<b>A. References</b>				
<b>1. Teacher's Guides/Pages</b>				
<b>2. Learner's Materials Pages</b>	Oral Communication in Context Quarter 2 – Module 3: Principles of Effective Speech Writing and Delivery, pp. 1; 5	Oral Communication in Context Quarter 2 – Module 3: Principles of Effective Speech Writing and Delivery	Oral Communication in Context Quarter 2 – Module 3: Principles of Effective Speech Writing and Delivery	Oral Communication in Context Quarter 2 – Module 3: Principles of Effective Speech Writing and Delivery
<b>3. Textbook Pages</b>				
<b>4. Additional Materials from Learning Resources (LR) portal</b>				
<b>B. Other Learning Resources</b>	<a href="https://web.facebook.com/">https://web.facebook.com/</a>	<a href="https://web.facebook.com/">https://web.facebook.com/</a>	<a href="https://web.facebook.com/">https://web.facebook.com/</a>	<a href="https://web.facebook.com/">https://web.facebook.com/</a>

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<b>IV.PROCEDURES</b>	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.			
<b>A.Reviewing previous lesson or presenting the new lesson</b>	State the learning competency and learning objectives.	Review the learners about the definition of speech, and the speech writing process.	Review the learners about the first principle of speech writing.	Review the learners about audience analysis.
<b>B.Establishing a purpose for the lesson</b>	The learners will do a semantic map about speech.	Ask the learners about what the speech they watched was all about.	Ask the learners about their feelings as audiences when they listen to a speech.	The learners will reflect on this quote:  Handle them carefully, for words have more power than atom bombs. --- Pearl Strachan Hurd
<b>C.Presenting examples/instances of the new lesson</b>	Ask the learners if they have tried to listen to a speech. They may also share the memorable one they had listened to.	Ask the learners to imagine what they want to say to an audience.	Ask the learners what makes a speech interesting or boring.	Ask the learners the role of a speaker.
<b>D.Discussing new concepts and practicing new skills #1</b>	Elucidate speech by giving the definitions.	Discuss choosing the topic as the first principle of speech writing.	Discuss analyzing the audience as the second principle of speech writing.	Discuss sourcing of information as the third principle of speech writing.
<b>E.Discussing new concepts and practicing new skills #2</b>	Present to the learners the speech writing process.			
<b>F.Developing mastery (Leads to formative assessment)</b>	The learners will watch "The Valedictorian Speech that will change your life". They will write their thoughts about what made the speech effective.	The learners will think about the three topics they want to write about.	The learners will fill out the audience analysis table considering the speech they want to deliver.	The learners will search for at least three pieces of information that could help them in writing their speeches.
<b>G.Finding practical/applications of concepts and skills in daily living</b>	Ask:  How can the speech writing process help you to plan your life?	Ask:  How can choosing the topic help you to give importance to your feelings?	Ask:  How can analyzing the audience help you to have empathy?	Ask:  How can sourcing information help you to be truthful?
<b>H. Making generalizations and abstractions about the lesson</b>	The learners will state their learning takeaways.	The learners will state their learning takeaways.	The learners will state their learning takeaways.	The learners will state their learning takeaways.
<b>I.Evaluating Learning</b>				

<b>J.Additional activities for application or remediation</b>				
<b>V.REMARKS</b>				
<b>VI.REFLECTION</b>	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.			
<b>A.No. of learners who earned 80% of the formative assessment</b>				
<b>B.No. of learners who require additional activities to remediation</b>				
<b>C.Did the remedial lessons work? No. of learners who have caught up with the lesson</b>				
<b>D.No. of learners who continue to require remediation</b>				
<b>E.Which of my teaching strategies worked well? Why did these work?</b>				
<b>F.What difficulties did I encounter which my principal or supervisor can help me solve?</b>				
<b>G.What innovation or localized material did I use/discover which I wish to share with other teachers?</b>				

Prepared by:

Checked and Noted:

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