








**GRADES 1 to 12
DAILY LESSON LOG**

School:	DepEdClub.com	Grade Level:	I
Teacher:		Learning Area:	ENGLISH
Teaching Dates and Time:	APRIL 29 – MAY 3, 2024 (WEEK 5)	Quarter:	4 TH QUARTER

I. OBJECTIVES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
A. Content Standards	<p>Listening Comprehension</p> <p>-The learner demonstrates understanding of story elements and text structures for effective oral expression.</p> <p>Oral Language</p> <p>-The learner demonstrates understanding of familiar words used to communicate personal experiences, ideas, thoughts, actions, and feelings.</p> <p>(PA)</p> <p>The learner demonstrates understanding of sounds and sound patterns for production of words</p>	<p>Listening Comprehension</p> <p>-The learner demonstrates understanding of story elements and text structures for effective oral expression</p>	<p>Grammar</p> <p>-The learner demonstrates understanding of concepts of nouns and adjectives for identification and description</p>	<p>Grammar</p> <p>-The learner demonstrates understanding of concepts of nouns and adjectives for identification and description</p> <p>(Vocabulary)</p> <p>The Learner demonstrates understanding of familiar English words for effective communication</p>	<p>Grammar</p> <p>-The learner demonstrates understanding of concepts of nouns and adjectives for identification and description</p> <p>(Vocabulary)</p> <p>The Learner demonstrates understanding of familiar English words for effective communication</p>
B. Performance Standards	<p>Listening Comprehension</p> <p>-The learner correctly identifies elements of literary and informational texts to aid meaning getting.</p> <p>Oral Language</p> <p>-The learner Shares/express personal ideas, thoughts, actions, and feelings using familiar words.</p> <p>(PA)</p> <p>The learner manipulates skilfully the speech sounds through simple meaningful guided conversations</p>	<p>Listening Comprehension</p> <p>-The learner correctly identifies elements of literary and informational texts to aid meaning getting.</p>	<p>Grammar</p> <p>-The learner correctly names people, objects, places and things through theme-based activities.</p>	<p>Grammar</p> <p>-The learner correctly names people, objects, places and things through theme-based activities.</p> <p>(Vocabulary)</p> <p>The learner uses basic vocabulary to independently express ideas about personal, home, school and community experiences</p>	<p>Grammar</p> <p>-The learner correctly names people, objects, places and things through theme-based activities.</p> <p>(Vocabulary)</p> <p>The learner uses basic vocabulary to independently express ideas about personal, home, school and community experiences</p>
C. Learning Competencies/	EN1LC-IIIa-j- 1.1	EN1LC-IVa-j- 1.1	EN1LC-IIIa-j- 1.1	EN1G-IVf-j-5	EN1G-IVa-e-3.4

Objectives Write the LC for each	Listen to short stories/poems and Identify the problem and solution. EN1OL-IVa-j-1.3.1 Talk about stories heard when and where it took place the characters and some important details of the story EN1PA-IVc-e-2.4 Supply rhyming words in response to spoken words	Listen to short stories/poems and Predict possible ending of a story read	Listen to short stories/poems and Discuss, illustrate, dramatize specific events	Adjectives -Recognize describing words for people, objects, things and places (color, shape, size, height, weight, length, distance, etc.)	Recognize common action words in stories listened to EN1V-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	Pages 90-92	Pages 93-95	Pages 96-98	Pages 98-100	Pages 101-103
2. Learner's Materials pages	Page 93	Page 94	Page 95	Page 96	Page 97
3. Textbook pages					
B. Other Learning Resources					
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	Singing of a song "jack and jill" Let the pupils give words that rhyme with the highlighted words in the song. Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	Introduces the song " down at the station". Lyrics is at TG on page 285 -let the pupils give the words that rhyme with the highlighted words in the song.	Singing of a song "twinkle twinkle little star" -let the pupils give the words that rhyme with the highlighted words in the song.	Singing of a song "shape song" Lyrics of a song is at TG on page 291 -pupils give words that rhyme with the highlighted words in the song.	Singing of a song " baa baa black sheep" Pupils give words that rhyme with the highlighted words in the song.
B. Establishing a purpose for the lesson	Teacher: Today, you will listen to a story entitled "si nina sa bayan ng daldalina"	Teacher: Today, we are going to continue to read the second part of the story entitled "si nina sa bayan ng daldalina"	Teacher: Today, we are going to continue to read the third part of the story entitled "si nina sa bayan ng daldalina"	Teacher: Today, you will identify the adjectives.	Teacher: Today, we will identify prepositions.

<p>C. Presenting examples/instances of the new lesson</p>	<p>Posts a picture on the board.</p> <p>Have the pupils answer the teachers questions.</p> 	<p>Ask a volunteer to recall the events of the story they heard yesterday.</p> 	<p>Teacher posts a picture on the board.</p>  <p>-pupils answer some questions about the picture and talk about it.</p>	<p>Posts a picture on the board <i>(pic. Is at TG on page 292)</i></p> <p>-pupils answer questions about the picture and talk about it.</p> 	<p>Posts a picture on the board.</p> <p>Encourage each to answer some questions about the picture.</p> <p><i>(pic. Is at TG on page 294)</i></p> 
<p>D. Discussing new concept and practicing new skills #1</p>	<p>Call some pupils to come in front to share a story they heard about diwata.</p>	<p>Teacher reads pages 12-22 of the story in a class.</p> <p>Pupils will listen and answer the few questions about the story.</p>	<p>Teacher asks the pupils to retell the second part of the story.</p> <p>Encourage pupil to participate the discussion.</p>	<p>By pairs</p> <p>have them share with their seatmate the experiences on planting in your own garden.</p> <p>Give them 2-3 minutes to talk</p> <p>Call some of the pairs to share in class.</p>	<p>Divides the class into three groups.</p> <p>Group 1 : will look for the adjectives in the sentences.</p> <p>Group 2: will look for the verb</p> <p>Group 3: will look for the prepositions.</p> <p><i>(more discussion is at TG on page 294)</i></p>
<p>E. Discussing new concepts and practicing new skills #2</p>	<p>Show the cover page of the big book “si nina sa bayan ng daldalina”.</p> <p>Introduce the author and the Illustrator.</p> <p>As: What do you think Is the story all about?</p>	<p>Teacher :</p> <p>Write the new difficult words on the board.</p> <p>Explains the meanings of the difficult words in the story.</p>	<p>Teacher reads pages 24-31 of the story in a class</p> <p>Pupils then listen and answer a few questions about the story.</p>	<p>Teacher posts a chart and a list of words on the board.</p> <p>Let the pupils complete the chart by grouping the words according to the given category.</p>	<p>Encourage each member of the group to do the task</p> <p>Guide each group in making the task.</p>
<p>F. Developing mastery (Leads to formative assessment)</p>	<p>Teacher reads pages 4-11 of the story in a class.</p> <p>Pause at some parts of the story to ask questions.</p>	<p>Let pupils read the difficult words on the board.</p> <p>Encourage them to explain the meaning on their own.</p>	<p>-let the pupils read the difficult words on the board</p> <p>encourage them to explain the meaning on their own.</p>	<p>Encourage pupil to participate.</p> <p>More discussion is at TG on page 292</p>	<p>Call each group to present their works in front of the class.</p>
<p>G. Finding practical/</p>	<p>Ask what new words in the story ” si nina sa bayan ng daldalina” that they do not understand.</p>	<p>Asks questions about the story.</p>	<p>By pairs.</p>	<p>Group activity:</p>	<p>Posts pictures with label on the board.</p>

<p>E. Which of my teaching strategies worked well? Why did these work?</p>	<p><i>Strategies used that work well:</i> <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 <i>Why?</i> <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> <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 <i>Why?</i> <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> <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 <i>Why?</i> <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> <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 <i>Why?</i> <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> <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 <i>Why?</i> <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 <i>Planned Innovations:</i> <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 <i>Planned Innovations:</i> <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 <i>Planned Innovations:</i> <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 <i>Planned Innovations:</i> <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 <i>Planned Innovations:</i> <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> <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> <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> <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> <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> <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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