

 GRADES 1 to 12 DAILY LESSON LOG	School:	Visit DepEdresources.com for more	Grade Level:	I
	Teacher:	File Created by Ma'am SANDRA A. DARIO	Learning Area:	MTB
	Teaching Dates and Time:	SEPTEMBER 4 - 8, 2023 (WEEK 2)	Quarter:	1 ST QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. LAYUNIN					
A. Pamantayang Pangnilalaman	The learner..... manifests beginning oral language skills to communicate in different contexts.	The learner.... demonstrates understanding that words are made up of sounds and syllables.	The learner.... demonstrates understanding that words are made up of sounds and syllables.	The learner.... demonstrates understanding that words are made up of sounds and syllables.	
B. Pamantayan sa Pagganap	The learner..... uses beginning oral language skills to communicate personal experiences, ideas, and feelings in different contexts.	The learner.... uses knowledge of phonological skills to discriminate and manipulate sound patterns.	The learner.... uses knowledge of phonological skills to discriminate and manipulate sound patterns.	The learner.... uses knowledge of phonological skills to discriminate and manipulate sound patterns	
C. Mga Kasanayan sa Pagkakatuto <i>Isulat ang code ng bawat kasanayan</i>	Q1, Week 2 (b) Theme: My Family and I: Likes and Dislikes Genre: Poem	Q1, Week 2 (b) Theme: My Family and I: Likes and Dislikes Genre: Poem	Q1, Week 2 (b) Theme: My Family and I: Likes and Dislikes Genre: Poem	Q1, Week 2 (b) Theme: My Family and I: Likes and Dislikes Genre: Poem	
II. NILALAMAN	MT1OL-Ia-i-1.1 Talk about oneself and one's personal experiences (family, pet, favorite food)	MT1OL-Ia-i-1.1 Talk about oneself and one's personal experiences (family, pet, favorite food)	MT1PA-Ib-i-1.1 Identify rhyming words in nursery rhymes, songs, jingles, poems, and chants.	MT1OL-Ia-i-1.1 Talk about oneself and one's personal experiences (family, pet, favorite food)	
III. KAGAMITANG PANTURO					
A. Sanggunian					
1. Mga Pahina sa Gabay ng Guro	TG pah. 17-20	TG pah. 20-22	TG pah. 22-23	TG pah. 24-25	
2. Mga Pahina sa Kagamitang Pang-Mag-aaral	LM pah. 4-6	LM 4-5	LM pah 6-7	LM pah. 6-7	
3. Mga Pahina sa Teksbuk					

4. Karagdagang Kagamitan mula sa portal ng <i>Learning Resource</i>					
B. Iba Pang Kagamitang Panturo					
IV. PAMAMARAAN					
A. Balik-aral sa nakaraang aralin at/o pagsisimula ng bagong aralin	Ano-ano ang mga tunog na inyong naririnig sa inyong paligid?	Ano-ano ang mga laruan ni Alex?	Ano ang pangalan ng kuting na matigas ang ulo sa ating kwento? Ano naman ang pangalan ng kanyang ina?	Ano ang bumuhos kay Mingming nang siya ay sumabit o bumitin sa pisi?	
B. Paghahabi sa layunin ng aralin	Paghahawan ng balakid -eskaparate -bukod-tangi -patibong -madadala	Magpapatugtog ang guro ng mga tunog ng mga bagay. Hayaang making ang mga bata sa tugtog.	Babasahin ng guro ang mga salita. Uulitin ng mga bata. Mingming-Muning	Babasahin ng guro ang salitang nasa pisara na may katumbas na larawan. (larawan ng tubig) Ano kaya ang tunog ng tubig sa gripo?(drip-drip-drip)	
C. Pag-uugnay ng mga halimbawa sa bagong aralin	Bago kayo pumasok sa paaralan, ano ang madalas sabihin o bilin ng iyong nanay?	Ano-ano ang inyong narinig?	Ano ang napansin ninyo sa hulihang tunog ng mga salita?Magkatulas ba ng tunog?	Iparinig ang tunog ng kalikasan. Hangin wossh!wossh! Kulog buuum!buuum! Ulan tiptap!	
D. Pagtalakay ng bagong konsepto at paglalahad ng bagong kasanayan #1	Pagkukwento ng guro “Malikot si Mingming”	Magpapakita ang guro ng mga larawan ng bagay na gumagawa ng tunog nito.(telepono, tambol, orasan, kampana, pito)	Magpapakita ang guro ng mga larawan ng salitang magkasintunog. batis-patis puso-baso kalabaw-langaw Magkapareho ba sila ng tunog?	Tanong: Ano ang tunog ng hangin>kulog? Ulan?	
E. Pagtalakay ng bagong konsepto at paglalahad ng bagong kasanayan #2	Pangkat I-Aksyon na Aksyon (Isagawa ang sinabi o ipinangaral ni Muning kay Mingming) Pangkat II- Aking Mga Laruna (Bilugan ang mga laruan ni Alex sa eskaparate? Pangkat III- Masunurin Ba Ako? (Anong uri ng kuting si Mingming?)	Ano-ano ang mga tunog ng mga bagay na nasa larawan?	Iparinig ang tugma. Babasahin ng guro. Kaibigang-baka Alaga ni Ama Nagbibigay ng gatas Kaya ako ay malakas	Alin sa mga larawan ang may malakas na tunog?Mahinang tunog? Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	
F. Paglinang sa kabihasnan (<i>Tungo sa Formative Assessment</i>)	Pag-uulat sa ginawa ng bawat pangkat.	Aling bagay ang may mahinang tunog? Alina ng may malakas na tunog?	Tungkol saan ang tugma?	Ipagaya ang iyak ng bata sa mataas na boses?Ipagaya din ang boses ng nanay kapag	

				tinatawag ang anak sa mababang boses. Itanong: Anong uri ng boses mayroon ang iyak ng bata? Pagtawag ng nanay?	
G. Pag-uugnay sa pang araw-araw na buhay	Sa palagay mob a may mga bata ring katulad ni Mingming? Dapat ba siyang tularan? Bakit?	Mabuti ba sa aitin pandinig ang malalakas na tunog?	Batay sa inyong narinig, ano-ano ang mga salitang magkasintunog sa tugma?	Mabuti ba sa aitin pandinig ang malalakas na tunog?	
H. Paglalahat ng Aralin	Sumunod sa utos o payo ng nakatatanda.	Ano ang tinalakay natin ngayon?	Ano ang tawag natin sa mga salitang magkatulad ang tunog?	Ano ang tinalakay ngayon? Ano ang masasabi mo sa mga tunog?	
I. Pagtataya ng Aralin	Iguhit ang mga laruan ni Alex na nabanggit sa kwento.	Ipasagot ang Pagsasanay 5 sa pah. 5 ng LM.	Lagyan ng tsek kung magkasintunog at ekis kung hindi. 1. aso-pusa 2. lapis-ipis 3. asul-gasul 4. tambol-torotot 5. ama-kama	Isulat kung mahinang tunog o malakas na tunog ang nililikha ng mga nasa larawan. 1. kulog 2. iyak ng bata 3. bulong 4. hangin 5. orasan	
J. Karagdagang gawain para sa takdang aralin at <i>remediation</i>	Magdikit ng mga bayag na lumilikha ng tunog.				
V. MGA TALA					
VI. PAGNINILAY					
A. Bilang ng Mag-aaral na nakakuha ng 80% sa pagtataya					
B. Bilang ng Mag-aaral na nangangailangan ng iba pang gawain para sa remediation					
C. Nakatulong ba ang <i>remedial</i> ? Bilang ng mga mag-aaral na nakaunawa sa aralin					
D. Bilang ng mga mag-aaral na magpapatuloy sa <i>remediation</i>					
E. Alin sa mga istrategiyang	<i>Strategies used that work well:</i> Group collaboration	<i>Strategies used that work well:</i> Group collaboration	<i>Strategies used that work well:</i> Group collaboration	<i>Strategies used that work well:</i>	

pagtuturo ang nakatulong ng lubos? Paano ito nakatulong?	☐ 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	☐ 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	☐ 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	☐ 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. Anong suliranin ang aking nararanasan na nasulayun sa tulong ng punong guro at superbisor?	☐ Bullying among pupils ☐ Pupils' behavior/attitude ☐ Colorful IMs ☐ Unavailable Technology Equipment (AVR/LCD) ☐ Science/ Computer/ Internet Lab ☐ Additional Clerical works <i>Planned Innovations:</i> ☐ 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 <i>Planned Innovations:</i> ☐ 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 <i>Planned Innovations:</i> ☐ 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 <i>Planned Innovations:</i> ☐ Localized Videos ☐ Making big books from views of the locality ☐ Recycling of plastics to be used as Instructional Materials ☐ local poetical composition	
G. Anong kagamitang panturo ang aking nadibuho na nais kong ibahagi sa kapwa ko guro?	<i>The lesson have successfully delivered due to:</i> ☐ pupils' eagerness to learn ☐ complete/varied IMs ☐ uncomplicated lesson ☐ worksheets	<i>The lesson have successfully delivered due to:</i> ☐ pupils' eagerness to learn ☐ complete/varied IMs ☐ uncomplicated lesson ☐ worksheets	<i>The lesson have successfully delivered due to:</i> ☐ pupils' eagerness to learn ☐ complete/varied IMs ☐ uncomplicated lesson ☐ worksheets	<i>The lesson have successfully delivered due to:</i> ☐ 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 ___ Discovery Method ___ Lecture Method Why? ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	___ 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 ___ Discovery Method ___ Lecture Method Why? ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	___ 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 ___ Discovery Method ___ Lecture Method Why? ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	___ 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 ___ Discovery Method ___ Lecture Method Why? ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	
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