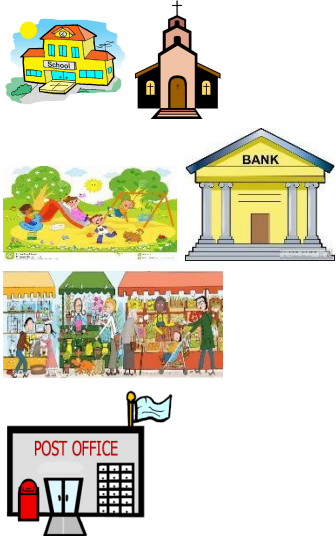


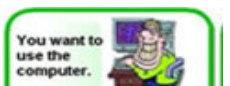
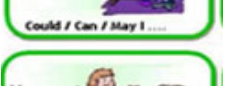
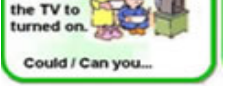
 GRADES 1 to 12 DAILY LESSON LOG	School:	Visit DepEdResources.com for More	Grade Level:	I
	Teacher:	File created by Ma'am NINA SHERRY L. CLEMENTE	Learning Area:	ENGLISH
	Teaching Dates and Time:	FEBRUARY 12 – 16, 2024 (WEEK 3)	Quarter:	3RD QUARTER

I. OBJECTIVES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
A. Content Standards	The learner... demonstrates understanding of useful strategies for purposeful literacy learning	The learner... demonstrates understanding of useful strategies for purposeful literacy learning	The learner... demonstrates understanding of useful strategies for purposeful literacy learning	The learner... demonstrates understanding of useful strategies for purposeful literacy learning	The learner... demonstrates understanding of useful strategies for purposeful literacy learning
B. Performance Standards	The learner... uses strategies independently in accomplishing literacy-related tasks	The learner... uses strategies independently in accomplishing literacy-related tasks	The learner... uses strategies independently in accomplishing literacy-related tasks	The learner... uses strategies independently in accomplishing literacy-related tasks	The learner... uses strategies independently in accomplishing literacy-related tasks
C. Learning Competencies/ Objectives Write the LC for each	EN1V-IIIa-e-5 Use words that are related to self, family, school, community, and concepts, shapes, and numbers EN1OL-IIIa-j-1.3.1 Talk about stories heard; when and where it took place the characters and some important details of the story	EN1V-IIIa-e-5 Use words that are related to self, family, school, community, and concepts such as the names for colors, shapes, and numbers EN1LC-IIIa-j-1.1 Listen to short stories/poems and infer the character’s feelings and traits EN1PA-IIIa-b-3.1 Give the number of syllables of given words	EN1LC-IIIa-j-1.1 Listen to short stories/poems and infer the character’s feelings and traits	EN1LC-IIIa-j-1.1 Listen to short stories/poems and infer the character’s feelings and traits EN1G-IIIb-1.4 Recognize simple sentences Identify action words in sentences*	EN1OL-IIIb-1.5.4 Use appropriate expressions for asking permission
II. CONTENT					
III. LEARNING RESOURCES					
A. References					
1. Teacher’s Guide pages	TG pages	TG pah.45-65	TG p. 45-65	TG p 45-65	TG p. 45-65
2. Learner’s Materials pages					
3. Textbook pages					
B. Other Learning Resources					
IV. PROCEDURES					

A. Reviewing previous lesson or presenting the new lesson	Teacher introduces the song, “London Bridge” in class. “London Bridge” London Bridge is falling down Falling down, falling down London Bridge is falling down My fair lady Build it up with wood and clay, Wood and clay, wood and clay, Build it up with wood and clay, My fair lady. Wood and clay will wash away, Wash away, wash away, Wood and clay will wash away, My fair lady. London Bridge is falling down, Falling down, falling down, London Bridge is falling down, My fair lady. Build it up with silver and gold, Silver and gold, silver and gold, Build it up with silver and gold, My fair lady	Teacher sings the song, “London Bridge” with the pupils.	Teacher introduces the song, “Jack and Jill” in class. “Jack and Jill” Jack and Jill went up the hill To fetch a pail of water Jack fell down and broke his crown And Jill came tumbling after (Repeat song twice)	Teacher sings the song, “Jack and Jill” with the pupils while pointing at the lyrics.	Teacher sings the song, “Jack and Jill” with the pupils while pointing at the lyrics.
B. Establishing a purpose for the lesson	Teacher divides the class in small groups with 3-5 members. Each group forms a circle. Members of the group pass around a special microphone and introduce themselves to their group mates. Teacher moves around the room as the pupils do the activity.	Teacher divides the class into groups with three members. Each group forms a circle. Pupils show their comic strip to their group mates and talk about it. Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	Teacher shows the pupils the vegetables/pictures of the vegetables discussed yesterday. Pupils choose the vegetable they eat or like among the ones on the table/posted on the board. They then tell their seatmates why they eat or like that vegetable.	Teacher asks pupils to show and talk about their picture of Lady Cabbage to their seatmates. Pupils have five minutes to talk. After five minutes, pupils post their picture on the board. Teacher calls 2-3 pupils to talk about their work in front of the class.	Teacher posts the pictures of places in their community. Pupils choose the place/s that they always visit/see and talk about it with their seatmates. Teacher gives pupils a few minutes to talk. Then, he or she calls 2-3 pupils to share in front of the class.
C. Presenting examples/instances of the new lesson	<i>Hi! I’m _____. I live in _____. Where do you live?</i>		<i>I like _____ because _____</i>		
D. Discussing new concept and practicing new skills #1	Teacher posts pictures of different places in their community. The labels for each picture are posted on the right side of the board. Pupils identify the places and say a simple description of the place. Teacher	READ ALOUD STORY: /picture of real vegetables mentioned in the story. Pupils may touch or look at the vegetables. Teacher tells the class the English names of each vegetable. He or she posts the	READ ALOUD STORY: THE TALE OF LADY CABBAGE Teacher reads the story in class. Pupils then listen and answer a few questions about the story. • Teacher explains the meaning of difficult words in the story using	READ ALOUD STORY: THE TALE OF LADY CABBAGE Teacher uses pupil’s pictures and the book to discuss the story. Pupils answer the teacher’s questions	Teacher posts pictures on the board showing different situations. Pupils study the pictures and listen while the teacher reads the situation for each picture. Then, they say the polite expression in Mother Tongue or Filipino for each situation.

	writes pupils' descriptions on the board. 	name of the vegetables on the board. 	gestures, facial expressions, pictures, etc. Teacher writes the new words on the board. <i>The word fable is a story about animals or things that teaches a lesson. An example of this is the story of "The Hare and the Tortoise" or "Ang Kuneho at ang Pagong" in Filipino. The word boastful means "mayabang" in Filipino.</i> <i>A Lady is a woman who behaves in a polite way or a woman in a high position. In Filipino, we call a Lady "Binibini". Garbage, on the other hand, is something we think are not important. In Filipino, we see them as "mga walang sinabi" or "hindi importante."</i> <i>The expression "Nothing can compare with me" is similar with the expression "Sa akin walang makakaparis!" in Filipino</i>		
E. Discussing new concepts and practicing new skills #2	Use pictures of places in your province or town. Discussion will be more engaging if pupils are familiar with the places in the pictures.	Teacher directs pupils' attention to the first row of vegetables: kangkong, yam, and potato. Pupils listen as the teacher reads the names of the vegetables. Teacher then asks pupils to count the number of syllables in the vegetables' names. <i>Kang + kong = Kangkong</i>	Calcium is something we get from food that makes our bones strong. We can get it from milk and cheese. Veggie is another way to call vegetables Tamed means to be put under control. In Filipino, it means "mapigilan." Shame is a feeling one feels when they know they did something wrong. It is similar to the word "kahihyan" in Filipino.	Teacher posts a list of sentences about Lady Cabbage. Pupils then say if the statement is true or false. Teacher draws a happy face or sad face beside the sentences.	Teacher explains that asking permission can also be done in English. Polite expressions for each picture are posted on the right side of the board. Teacher posts the polite expression under each picture after discussing each picture.  May I go out? 

			The word basking means “nakabilad” in Filipino. When you go to a store and bought something, the thing you bought was for sale. In Filipino, it means “ipinagbibili” or “ibinebenta.”		May I wear this dress?
F. Developing mastery (Leads to formative assessment)					
G. Finding practical/ application of concepts and skills in daily living		Clap the syllables of the following words. 1. Lettuce 2. Broccoli 3. Kangkong 4. Carrot 5. Cabbage		Teacher posts sentences in Mother Tongue and Filipino on the board. Pupils identify the action words in the sentences. Teacher then asks pupils to identify the action words in the first two sentences in the exercise.	
H. Making generalizations and abstractions about the lesson	What are the places in our community?	What is syllable?			What words do we use when we ask request or permission?
I. Evaluating Learning	Match the picture to its name.  park  school  church  bank	Syllabicate of the following words. 1. Lettuce__ 2. Broccoli__ 3. Kangkong__ 4. Carrot__ 5. Cabbage__	Give the Filipino term for the following words. 1. Boastful 2. Lady 3. Tamed 4. Shame 5. Basking Binibini Nakabilad Mayabang Mapigilan Kahihyan	Direction: Draw a happy face if the sentence is true and a sad face if the sentence is false. a. Lady Cabbage’s head grew and grew. b. Other vegetables like Lady Cabbage. c. Lady Cabbage is nice. d. Farmer Tong cuts off Lady Cabbage’s head. e. Lady Cabbage is boastful.	Complete the sentence.

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J. Additional activities for application or remediation	Teacher asks pupils to draw a comic strip that shows a story of a place in their community. Pupils will ask their family members to tell them a story about a place in their province/town/ village.	Teacher reminds pupils to review the words they learned	Teacher asks pupils to cut a picture of a cabbage from old periodicals and paste it on their notebooks. Pupils will draw on the picture they pasted to make it look like Lady Cabbage.		Teacher reminds the pupils to review their lessons at home
V. REMARKS					
VI. REFLECTION					
A.No. of learners who earned 80% in the evaluation					
B.No. of learners who require additional activities for remediation who scored below 80%					
C. Did the remedial lessons work? No. of learners who have caught up with the lesson					

D. No. of learners who continue to require remediation					
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 ___ 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	___ 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. What innovation or localized materials did I	<i>The lesson have successfully delivered due to:</i>	<i>The lesson have successfully delivered due to:</i>	<i>The lesson have successfully delivered due to:</i>	<i>The lesson have successfully delivered due to:</i>	<i>The lesson have successfully delivered due to:</i>

use/discover which I wish to share with other teachers?	☐ pupils' eagerness to learn ☐ complete/varied IMs ☐ uncomplicated lesson ☐ worksheets ☐ varied activity sheets <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	☐ pupils' eagerness to learn ☐ complete/varied IMs ☐ uncomplicated lesson ☐ worksheets ☐ varied activity sheets <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	☐ pupils' eagerness to learn ☐ complete/varied IMs ☐ uncomplicated lesson ☐ worksheets ☐ varied activity sheets <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	☐ pupils' eagerness to learn ☐ complete/varied IMs ☐ uncomplicated lesson ☐ worksheets ☐ varied activity sheets <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	☐ pupils' eagerness to learn ☐ complete/varied IMs ☐ uncomplicated lesson ☐ worksheets ☐ varied activity sheets <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
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