

GRADES 1 TO 12 DAILY LESSON LOG	SCHOOL	Tondol National High School	GRADE LEVEL	12- Frost
	TEACHER	Carl John C. Carolino	LEARNING AREA	Creative Writing
	TEACHING DATES AND TIME	September 19-23, 2022/ 12:45-2:45 PM Tuesdays and Thursdays	QUARTER	1/ Week 5

	SESSION 1	SESSION 2	SESSION 3	SESSION 4
<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 learners have an understanding of poetry as a genre and how to analyze its elements and techniques.			
<b>B.Performance Standards</b>	The learners shall be able to produce a short, well-crafted poem			
<b>C.Learning Competencies/Objectives</b> <b>Write the LC Code for each</b>	Write a short poem applying the various elements and literary devices exploring innovative techniques	Write a short poem applying the various elements and literary devices exploring innovative techniques	Write a short poem applying the various elements and literary devices exploring innovative techniques	Write a short poem applying the various elements and literary devices exploring innovative techniques
<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.			
	Poetry Writing	Poetry Writing	Poetry Writing	Poetry 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>				
<b>3.Textbook Pages</b>	Creative Writing by Louyza Maria Victoria H. Vasquez and Gabriela Lee, pp. 83-94	Creative Writing by Louyza Maria Victoria H. Vasquez and Gabriela Lee, pp. 83-94	Creative Writing by Louyza Maria Victoria H. Vasquez and Gabriela Lee, pp. 83-94	Creative Writing by Louyza Maria Victoria H. Vasquez and Gabriela Lee, pp. 83-94
<b>4.Additional Materials from Learning Resources (LR) portal</b>				
<b>B.Other Learning Resources</b>	<a href="https://www.masterclass.com/articles/tips-for-writing-better-poetry">https://www.masterclass.com/articles/tips-for-writing-better-poetry</a>	<a href="https://www.masterclass.com/articles/tips-for-writing-better-poetry">https://www.masterclass.com/articles/tips-for-writing-better-poetry</a>	<a href="https://www.masterclass.com/articles/concrete-poetry">https://www.masterclass.com/articles/concrete-poetry</a>  <a href="https://www.masterclass.com/articles/understanding-prose-poetry">https://www.masterclass.com/articles/understanding-prose-poetry</a>  <a href="https://www.languagehumanities.org/what-is-performance-poetry.htm">https://www.languagehumanities.org/what-is-performance-poetry.htm</a>	<a href="https://www.masterclass.com/articles/concrete-poetry">https://www.masterclass.com/articles/concrete-poetry</a>  <a href="https://www.masterclass.com/articles/understanding-prose-poetry">https://www.masterclass.com/articles/understanding-prose-poetry</a>  <a href="https://www.languagehumanities.org/what-is-performance-poetry.htm">https://www.languagehumanities.org/what-is-performance-poetry.htm</a>

			<a href="https://www.masterclass.com/articles/tips-for-writing-better-poetry">https://www.masterclass.com/articles/tips-for-writing-better-poetry</a>	<a href="https://www.masterclass.com/articles/tips-for-writing-better-poetry">https://www.masterclass.com/articles/tips-for-writing-better-poetry</a>
<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>	Ask the learners what they remember about traditional forms of poetry.	Ask the learners about the update on their poems.	Ask the learners what they remember about experimental forms of poetry.	Ask the learners about updates on their poems.
<b>B.Establishing a purpose for the lesson</b>	Ask the learners about the problems they have in poetry writing.		Ask the learners about the problems they have in writing experimental forms of poetry.	
<b>C.Presenting examples/instances of the new lesson</b>	Present a video about poetry writing.		Present a video about experimental poetry writing.	
<b>D.Discussing new concepts and practicing new skills #1</b>	The class will have a workshop on poetry writing. The focus will be on traditional forms of poetry.	The learners will have additional tips on writing poetry.	The class will have a workshop on experimental poetry writing.	The learners will have additional tips on experimental poetry writing.
<b>E.Discussing new concepts and practicing new skills #2</b>				
<b>F.Developing mastery (Leads to formative assessment)</b>	The learners will rewrite haiku. They will also choose other forms of poetry to write.	The learners will continue writing traditional forms of poetry.	The learners will write their own experimental poems.	The learners will continue writing their own experimental poems
<b>G.Finding practical/applications of concepts and skills in daily living</b>				
<b>H. Making generalizations and abstractions about the lesson</b>				
<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.			

A.No. of learners who earned 80% of the formative assessment				
B.No. of learners who require additional activities to remediation				
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?				
F.What difficulties did I encounter which my principal or supervisor can help me solve?				
G.What innovation or localized material did I use/discover which I wish to share with other teachers?				

Prepared by:

Checked and Noted:

**CARL JOHN C. CAROLINO**  
Teacher II

**MR. RICHARD A. TOMAMANG**  
OIC, Office of the Principal I