
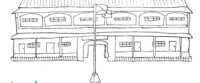








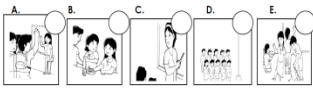
GRADES 1 to 12
DAILY LESSON LOG

School:		Grade Level:	I
Teacher:		Learning Area:	MTB
Teaching Dates and Time:	(WEEK 4)	Quarter:	3RD QUARTER

I. LAYUNIN	LUNES	MARTES	MIYERKULES	HUWEBES	BIYERNES
A. PAMANTAYANG PANGNILALAMAN	The learner . . . demonstrates understanding of grade level narrative and informational text. demonstrates positive attitudes towards language, literacy and literature. demonstrates developing knowledge and use of appropriate grade level vocabulary and concepts.	The learner . . . demonstrates understanding of grade level narrative and informational text. demonstrates positive attitudes towards language, literacy and literature. demonstrates developing knowledge and use of appropriate grade level vocabulary and concepts.	The learner . . . demonstrates understanding of grade level narrative and informational text. demonstrates positive attitudes towards language, literacy and literature. demonstrates developing knowledge and use of appropriate grade level vocabulary and concepts.	The learner . . . demonstrates understanding of grade level narrative and informational text. demonstrates positive attitudes towards language, literacy and literature. demonstrates developing knowledge and use of appropriate grade level vocabulary and concepts.	The learner . . . demonstrates understanding of grade level narrative and informational text. demonstrates positive attitudes towards language, literacy and literature. demonstrates developing knowledge and use of appropriate grade level vocabulary and concepts.
B. PAMANTAYAN SA PAGGANAP	The learner . . . comprehends and appreciates grade level narrative and informational texts values reading and writing as communicative activities. uses developing vocabulary in both oral and written form.	The learner . . . comprehends and appreciates grade level narrative and informational texts values reading and writing as communicative activities. uses developing vocabulary in both oral and written form.	The learner . . . comprehends and appreciates grade level narrative and informational texts values reading and writing as communicative activities. uses developing vocabulary in both oral and written form.	The learner . . . comprehends and appreciates grade level narrative and informational texts values reading and writing as communicative activities. uses developing vocabulary in both oral and written form.	The learner . . . comprehends and appreciates grade level narrative and informational texts values reading and writing as communicative activities. uses developing vocabulary in both oral and written form.
C. MGA KASANAYAN SA PAGKATUTO (Isulat ang code ng bawat kasanayan)	MT1VCD-IIIa-i-1.2 Use words to describe concrete experiences. MT1LC-IIIe-3.2 Infer important details from an informational text. MT1F-III-IVa-i-1.3 Read grade 1 level words, phrases, sentences, and short paragraph/story with proper expression.	MT1OL-IIIa-i-6.2 Participate actively in class discussions on familiar topics. MT1SS-III-d-f-6.1 Follow 2 – 3 step written directions. MT1C-IIIa-e-1.3 Express ideas through phrases, sentences or longer texts using both invented and conventional spelling.	MT1GA-IIIc-e-2.3.1 Identify the tense of the action word in the sentence MT1C-IIIa-e-1.3 Express ideas through phrases, sentences or longer texts using both invented and conventional spelling.	MT1SS-III-d-f-6.1 Follow 2 – 3 step written directions. MT1RC-IIIe-4.1 Identify the speaker in the story or poem read.	MT1OL-IIIa-i-9.1 Tell/retell legends, fables, and jokes MT1SS-III-d-f-6.1 Follow 2 – 3 step written directions. MT1C-IIIa-e-1.3 Express ideas through phrases, sentences or longer texts using both invented and conventional spelling.

II. NILALAMAN					
A. Sanggunian					
1. Mga Pahina sa Gabay ng Guro	TG. Pah. 41-42	TG. Pah. 42	TG. Pah. 42-43	TG. Pah. 43	TG. Pah. 43
2. Mga Pahina sa Kagamitang Pangmag-aaral					
B. Kagamitan					
III.					
A. Balik-aral at/o pagsisimula ng bagong aralin		Tingnan ang mga larawan. Saan natin ito ginagawa? 	Bakit mahalagang sundin ang mga alituntunin n gating paaralan? Ano kaya ang mangyayayri kapag hindi tayo sumunod	Paano ginagamit ang mga salitang “Paki”, Maaari po ba?” at “Puwede po ba?”	Paano gumawa ng BangkangPapel? Anong panahon mainam itong gawin at bakit?
B. Paghahabi sa layunin ng aralin	Magpakita ng larawann g paaralan. 	Ano- ano ang mga alituntunin sa ating paaralan?	Kung ang inyong pangkat ay inatasang maglinis ng ating silid-aralan, paano mo bibigyan ng kanya-kanyang gawain ang iyong mga kasama? Isusulat sa pisara ng lider ng bawat pangkat ang dapat gawin.	Ano ang nasa larawan? 	Paano ginagamit ang mga salitang “Paki”, Maaari po ba?” at “Puwede po ba?”
C. Pag-uugnay ng mga halimbawa sa bagong aralin	Ano ang ginagawa ng mga bata sa paaralan? Dapat bang nasa paaralan ang mga batang katulad ninyo? Bakit?	Pangkatang Gawain: Pangkat I: “ Alamin Mo!” Pangkat II: “Iguhit Mo” Pangkat III: “Pangako ”	Kung nais mong utusan ang iyong kasama upang walisan ang paligid ng paaralan paano mo ito sasabihin? Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	www.youtube.com/watch?v=LjzFNNgFxA Ipapanood ang bidyo	“Sasabihin ko, Sundin Mo!” Humanap ng kapareha. Ang unang bata ay magbibigay ng utos gamit ang salitang “paki”, “maaari ba?” at “puwede ba?”. Ang ikalawang bata ang susunod sa mga utos.
D. Pagtalakay ng bagong konsepto at paglalahad ng bagong kasanayan #1	Alam ba ninyo ang mga tuntunin sa ating paaralan? Ano-ano ang mga ito?	a. Ano- ano ang tuntunin sa paaralan? b. Dapat bang sundin ang mga ito? Bakit? Pakinggan natin ang pag-uulat ng Pangkat I.	Nakita mong may papel na nakakalat sa ilalim ng upuan ng iyong kamag-aral, ano ang sasabihin mo?	Ano ang ginawa ng mgabata? Kaya niyo rin ba gumawa ng bangkang papel?	Pagsasagawa ng Gawain.
E. Pagtalakay ng bagong konsepto at paglalahad ng bagong kasanayan #2	Paghahawan ng Balakid a. Pag-awit ng Lupang Hinirang (sa pamamagitan ng kilos) Itanong sa mga bata kung ano ang tamang kilos kapag inaawit ang Lupang Hinirang.	c. Sumusunod ba kayo sa mga tuntunin sa paaralan? d. Ano-anong tuntunin ang inyong sinusunod? Tingnan natin ang ginawa ng Pangkat II.	Inutusan ka ng iyong guro na punasan ang mga bintana, ano kaya ang sasabihin ng guro?	Paggawa ng bangkang papel a. Kumuha ng isang pirasong papel. b. Itiklop ang gitnang bahagi ng papel. c. Itiklop nang patatsulok ang kaliwa at kanang bahagi ng papel.	Pangkatang Gawain: Pag-aralan ang larawan. Sumulat ng pangungusap na pautos ayon sa larawan.

	<p>b. Wastong pag-aalaga ng halaman</p>  <p>c. Paano ang wastong pag-aalaga ng halaman</p> <p>d. Palakaibigan(sa pamamagitan ng contextual clues)</p> <p>e. Magkaibigan sina Mark at Luis. Kaibigan din ni Mark si Tony at Peter. Palakaibigang bata si Mark.</p>			<p>d. Maaari ring tiklopun nang pabaliktad ang ibabang bahagi ng papel.</p> <p>e. Itiklop nang patatsulok ang papel at hilahing pabukas upang maging anyong bangka.</p>	 <p>Ipasulat ito sa manila paper</p>
<p>F. Paglinang sa kabihasanan (Tungo sa Formative Assessment)</p>	<p>Basahin ng guro ang mga tuntuning nakasulat sa tsart nang may wastong bigkas, lakas ng boses, at gamit ng wastong bantas.</p> <p>5. Huwag tapakan o sirain ang mga pananim sa paligid ng paaralan.</p> <p>6. Makiisa sa pagpapanatili sa kalinisan ng paaralan.</p> <p>7. Itapon ang mga basura sa tamang basurahan.</p> <p>8. Mahalin at igalang ang kapwa mag-aaral.</p> <p>9. Awitin nang may paggalang ang Lupang Hinirang.</p>	<p>Ano ang ginagawa ng mga bata? Kasli rin ba ito sa mga alituntunin n gating paaralan?</p> 	<p>Thumbs up/Thumbs Down</p> <ol style="list-style-type: none"> Hoy! Pulutin mo yang papael! Paki walisan naman ang pasilyo sa labas. Alis ka nga diyan! Pumunta ka dun sa kantina! Pakikuha naman ung pambura ko. 	<p>Papapakita ng mga bata sa kanilang Ginawa.</p>	
<p>G. Paglalapat ng aralin sa pang-araw-araw na buhay</p>					
<p>H. Paglalahat ng aralin</p>	<p>Bakit mahalagang sumunod sa mga tuntunin n gating paaralan?</p>	<p>Ano an gating pinag aralan ngayon?</p>	<p>Anong salita ang ginagamit kapag ang pangungusap ay nagsasaad ng pag-uutos o pakikiusap.</p> <p>Ginagamit ang mga salitang “Paki”, Maaari po ba?” at “Puwede po ba?” kapag ang pangungusap ay nagsasaad ng pag-uutos o pakikiusap.</p>	<p>Paano ginagawa ang Bangkang Papel? Ano ang pangunahing kagamitan sa paggawa nito?</p>	
<p>I. Pagtataya ng aralin</p>	<p>Tama oMali</p> <ol style="list-style-type: none"> Dapata nating sundin ang mga tuntunin n gating paaralan. Gumamit ng uniporme kapag may bisita, Sulatan at tapakan ang dingding n gating silid-aralan. 	<p>nud-sunurin ang mga larawan ng mga gawain ng mga mag-aaral sa paaralan. Ipasulat ang bilang 1-5 sa loob ng bilog, 1 ang pinakaunang pangyayari at 5 naman ang pinakahuli.</p>	<p>Basahin ang pangungusap. Iguhit sa mga linya ang masayang mukha kung ang pangungusap na pautos ay ginamit nang wasto at malungkot kung hindi.</p> <ol style="list-style-type: none"> Pakilagay ang baso sa mesa. 		

	4.Tumulong sapagpapanatili ng kalinisan ng paaralan. 5.Awitin ng may paggalang ang Lupang Hinirang.		2. Bilisan mo ang paghuhugas, ang bagal mo! _____ 3. Maaari bang damputin mo ang basurang papel sa ilalim ng upuan? __ 4. Pakikuha ang lapis ko sa bag. ____ 5. Magpalit ka ng damit.		
J.Karagdagang gawain para sa takdang-aralin at remediation					
IV. MGA TALA					
V. PAGNINILAY					
A. Bilang ng mag-aaral na nakakuha ng 80% sa pagtataya	___ bilang ng Mag-aaral na nakakuha ng 80% sa Pagtataya	___ bilang ng Mag-aaral na nakakuha ng 80% sa Pagtataya	___ bilang ng Mag-aaral na nakakuha ng 80% sa Pagtataya	___ bilang ng Mag-aaral na nakakuha ng 80% sa Pagtataya	___ bilang ng Mag-aaral na nakakuha ng 80% sa Pagtataya
B. Bilang ng mag-aaral na nangangailangan ng iba pang gawain para sa remediation	___ bilang ng mag-aaral na nangangailangan ng gawain para sa remediation	___ bilang ng mag-aaral na nangangailangan ng gawain para sa remediation	___ bilang ng mag-aaral na nangangailangan ng gawain para sa remediation	___ bilang ng mag-aaral na nangangailangan ng gawain para sa remediation	___ bilang ng mag-aaral na nangangailangan ng gawain para sa remediation
C. Nakatulong ba ang remedial? Bilang ng mga mag-aaral na naka-unawa sa aralin	___ Oo ___ Hindi ___ bilang ng mag-aaral na naka-unawa sa aralin	___ Oo ___ Hindi ___ bilang ng mag-aaral na naka-unawa sa aralin	___ Oo ___ Hindi ___ bilang ng mag-aaral na naka-unawa sa aralin	___ Oo ___ Hindi ___ bilang ng mag-aaral na naka-unawa sa aralin	___ Oo ___ Hindi ___ bilang ng mag-aaral na naka-unawa sa aralin
D. Bilang ng mga mag-aaral na magpapatuloy sa remediation	___ bilang ng mag-aaral na magpapatuloy sa remediation	___ bilang ng mag-aaral na magpapatuloy sa remediation	___ bilang ng mag-aaral na magpapatuloy sa remediation	___ bilang ng mag-aaral na magpapatuloy sa remediation	___ bilang ng mag-aaral na magpapatuloy sa remediation
E. Alin sa mga istrategiya sa pagtuturo ang nakatulong ng lubos?	<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

<p>F. Anong suliranin ang aking naranasan na nasolusyunan sa tulong ng aking punongguro?</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. Anong kagamitang panturo ang aking nadibuho na nais kong ibahagi sa mga kapwa ko guro?</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 <input type="checkbox"/> varied activity sheets <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"/> 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