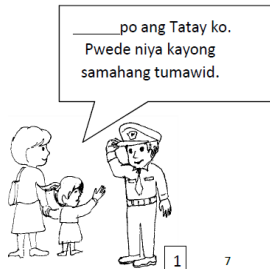
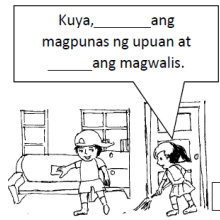
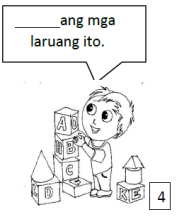
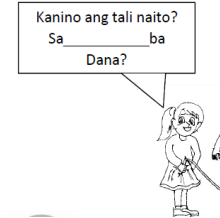
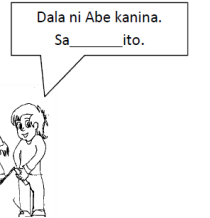
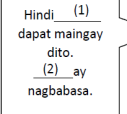
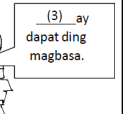
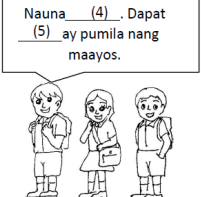
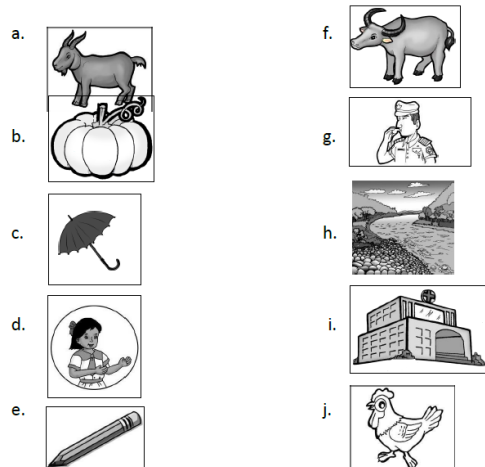


 GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	I
	Teacher:	File Created by DepEd Click	Learning Area:	MTB
	Teaching Dates and Time:	NOVEMBER 7-11, 2022 (WEEK 1)	Quarter:	2ND QUARTER

	LUNES	MARTES	MIYERKULES	HUWEBES	BIYERNES
I. LAYUNIN					
A. Pamantayang Pangnilalaman	Naipakikita ang pagmamahal sa pagbasa sa pamamagitan ng pakikinig sa kwento. Nakapakikinig na mabuti sa binasang kwento. Naibibigay ang kahulugan ng mga salita sa pamamagitan ng mga larawan, pagpapahiwatig, at pagsasakilos. Nakikilahok sa talakayan pagkatapos ng kwentong napakinggan. Nababalikan ang mga detalye sa kwentong nabasa o narinig.	Naipakikita ang pagmamahal sa pagbasa sa pamamagitan ng pakikinig sa kwento. Nakapakikinig na mabuti sa binasang kwento. Naibibigay ang kahulugan ng mga salita sa pamamagitan ng mga larawan, pagpapahiwatig, at pagsasakilos. Nakikilahok sa talakayan pagkatapos ng kwentong napakinggan. Nababalikan ang mga detalye sa kwentong nabasa o narinig.	Naipakikita ang pagmamahal sa pagbasa sa pamamagitan ng pakikinig sa kwento. Naibibigay ang kahulugan ng mga salita sa pamamagitan ng mga larawan, pagpapahiwatig, at pagsasakilos. Nakikilahok sa talakayan pagkatapos ng kwentong napakinggan. Nababalikan ang mga detalye sa kwentong nabasa o narinig.	Naipakikita ang pagmamahal sa pagbasa sa pamamagitan ng pakikinig sa kwento. Naibibigay ang kahulugan ng mga salita sa pamamagitan ng mga larawan, pagpapahiwatig, at pagsasakilos. Nakikilahok sa talakayan pagkatapos ng kwentong napakinggan. Nababalikan ang mga detalye sa kwentong nabasa o narinig.	Naipakikita ang pagmamahal sa pagbasa sa pamamagitan ng pakikinig sa kwento. Nakapakikinig na mabuti sa binasang kwento. Naibibigay ang kahulugan ng mga salita sa pamamagitan ng mga larawan, pagpapahiwatig, at pagsasakilos. Nakikilahok sa talakayan pagkatapos ng kwentong napakinggan. Nababalikan ang mga detalye sa kwentong nabasa o narinig.
B. Pamantayan sa Pagganap	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.	The learner... demonstrates understanding that words are made up of sounds and syllables.	The learner... demonstrates understanding that words are made up of

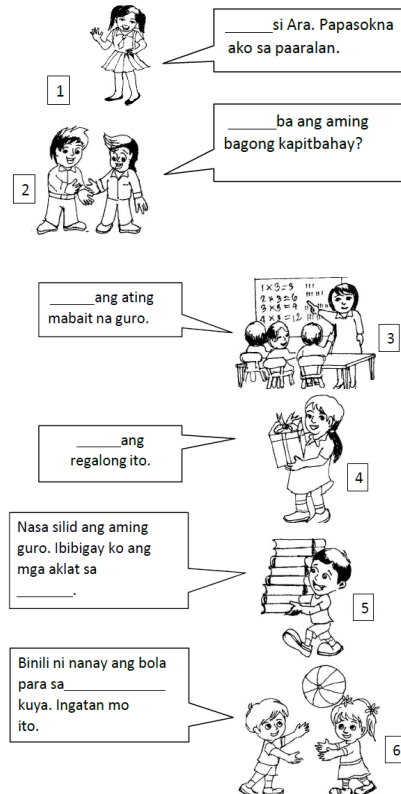
					sounds and syllables.
C. Mga Kasanayan sa Pagkakatuto <i>Isulat ang code ng bawat kasanayan</i>	Identify pronouns: a. personal b. possessive MT1GA-IIa-d-2.2	Identify pronouns: a. personal b. possessive MT1GA-IIa-d-2.2	Identify pronouns: a. personal b. possessive MT1GA-IIa-d-2.2	Identify pronouns: a. personal b. possessive MT1GA-IIa-d-2.2	Identify pronouns: a. personal b. possessive MT1GA-IIa-d-2.2
II. NILALAM AN	Panghalip Panao at Panghalip Paari	Panghalip Panao at Panghalip Paari	Panghalip Panao at Panghalip Paari	Panghalip Panao at Panghalip Paari	Panghalip Panao at Panghalip Paari
III. KAGAMIT ANG PANTURO					
A. Sanggunian					
1. Mga Pahina sa Gabay ng Guro					
2. Mga Pahina sa Kagamitan g Pang-Mag-aaral					
3. Mga Pahina sa Teksbuk					
4. Karagdaga ng Kagamitan mula sa portal ng					

Learning Resource					
B. Iba Pang Kagamitang Panturo					
IV. PAMAMA RAAN					
	SUBUKIN Pagmasdan ang larawan. Piliin ang tamang letra na sumasagot sa bawat tanong. Isulat ang sagot sa sagutang papel. 1.Sino ang nagwawalis?  a.si ateb.si kuyac.si nanay 2. Sino ang nag-iigib? a. si ate b. si nanay c. si tatay 3. Sino ang nagpupunas ng mesa? a. si ate b. si kuya c. si nanay Balikan Matutukoy mo ba kung anong uri ng pangngalan ang mga sumusunod? Gamit ang inyong sagutang papel, isulat ang pangalan ng mga nasa larawan kung ito ay tao, bagay, hayop o lugar.	Suriin Pag-aralan ang mga salitang ito mula sa usapan ng mga magkakakaibigan. ako, ikaw, siya akin, iyo, kanya Anong tawag sa mga salitang ito? Ito ay mga panghalip na ginamit na panghalili sa ngalan ng tao sa bawat pangungusap. ako, ikaw, siya – panghalip na panao akin, iyo, kanya – panghalip na paari Kaya mo na bang gamitin ang mga ito sa pangungusap? Pagyamanin Isulat sa sagutang papel ang tamang panghalip upang mabuo ang pangungusap. Isulat ang ako, ikaw, siya, akin, iyo, o kanya.	Isagawa Anong panghalip ang dapat mong gamitin sa mga sumusunod? Isulat ang tamang sagot sa sagutang papel.      	Tayahin Ano-anong mga panghalip kaya ang dapat gamitin upang mabuo ang mga usapan? Pumili sa panghalip na ako, ikaw, siya, akin, iyo, o kanya.    	



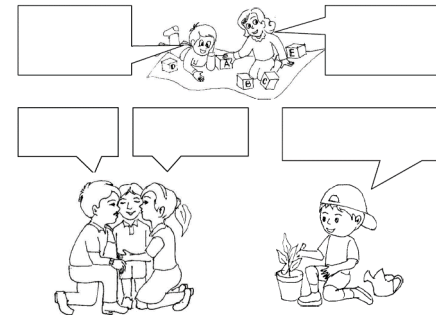
Tuklasin

Basahin ang usapan sa ibaba.



Isaisip

Panghalip panao ang tawag sa mga salitang ipinapalit sa pangalan ng tao.



	 Sagutin ang mga tanong. 1. Sino-sino ang magkakaibigan? 2. Ano ang gusto nilang gawin? 3. Anong laro ang gusto ni Allan? 4. Anong laro ng pinakagusto ninyo ng mga kaibigan mo? Bakit?	Ang ako ay ginagamit kung ang tinutukoy ay ang sarili. Ang ikaw ay ginagamit kung ang tinutukoy ay ang kausap. Ang siya ay ginagamit kung ang tinutukoy ay ang taong pinag-uusapan. Panghalip paari ay nagpapakita ng pag-aari. Tulad ng panghalip panao, ang panghalip paari ay ipinapalit sa pangalan ng taong nagmamay-ari ng isang bagay. Ang akin ay ginagamit kung ang bagay ay pag-aari ng nagsasalita. Ang iyo ay ginagamit kung ang bagay ay pag-aari ng kausap. Ang kanya ay ginagamit kung ang bagay ay pag- aari ng isang tao n hindi kausap.			
V. MGA TALA					
VI. PAGNINILAY					
A. Bilang ng Mag-aaral na nakakuha ng 80% sa pagtataya					
B. Bilang ng Mag-aaral					

na nangangailangan ng ibang gawain para sa remediation					
C. Nakatulong ba ang remedial? Bilang ng mga mag-aaral na nakaunawa sa aralin					
D. Bilang ng mga mag-aaral na magpapatuloy sa remediation					
E. Alin sa mga istratehiyang pagtuturo ang nakatulong ng lubos? Paano ito nakatulong?	<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. Anong suliranin ang aking nararanasan na nasulusyuna n 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	___ 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	<i>The lesson have successfully delivered due to:</i> ___ pupils' eagerness to learn ___ complete/varied IMs ___ uncomplicated lesson worksheets ___ varied activity sheets	<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	<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

ibahagi sa kapwa ko guro?	<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	___ 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	<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	___ 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	___ 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/exercise s ___ 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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