



**GRADES 1 to 12
DAILY LESSON LOG**

School:		Grade Level:	I	
Teacher:		Learning Area:	ENGLISH	
Teaching Dates and Time:	APRIL 3-7, 2023 (WEEK 8)		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	Maundy Thursday	Good Friday
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		
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 such as the names for colors, shapes, and numbers.	EN1OL-IIIb-c 1.3.3 Talk about one's personal experiences pertaining to the family, one's pets, and personal experiences	Performance Task		
II. CONTENT	Naming words	Naming words-people			
III. LEARNING RESOURCES					
A. References					
1. Teacher's Guide pages		Pages 40-41			
2. Learner's Materials pages					
3. Textbook pages					
B. Other Learning Resources		graphic organizer, Poem ("Who Has It?") •pictures of objects •box			
A. Reviewing previous lesson or presenting the new lesson	Introduces the song "I'm a little tea pot".	The students will listen to the teacher tell a story about herself.			

	Ask pupils to share their favorite songs in a class	Example: <i>Last Saturday, my sister and I played in the playground. We joined other kids play patintero. We had fun.</i>			
B. Establishing a purpose for the lesson	Teacher: Today, you are expected to use the naming words	The teacher will read a poem to the class Who Has it? Gary has a green hat Green so fine Gary has a green hat Just like mine. Gab has a green hat Green hat, green hat Gab wears a green hat to the farm. Rey has a red shirt Red shirt, red shirt Rey wears a red shirt to the store. Yeng has a yellow skirt Yellow skirt, yellow skirt Yeng wears a yellow skirt to the park.			
C. Presenting examples/instances of the new lesson	Show new pictures and at the right side are the name words Posts new picture of a community on the board. Let pupils identify the picture	The teacher will ask who questions based on the story/poem. T: <i>Who has the green hat?</i> S: <i>Gab has a green hat.</i> T: <i>Who has a red shirt?</i> S: <i>Rey has a red shirt.</i> T: <i>Who has a yellow skirt?</i> S: <i>Yeng has a yellow skirt.</i>			
D. Discussing new concept and practicing new skills #1	Call volunteer to match the picture to its picture name on the board. Guide pupils in matching the picture to its name words Teacher asks pupils to share about the people they see in their community	Teacher can provide graphic organizer to aid students in formulating a question. Who: picture of person What: picture of a thing Where: picture of a place			
E. Discussing new concepts and practicing new skills #2	The teacher reads all the words on the board. Guide pupils as they read the words correctly				

F. Developing mastery (Leads to formative assessment)	<p>Call 4 volunteer Each pupil will holding a word of person, place, things and animals.</p> <p>Give a word that pupils will identify, whether it is a name of persons, places, things or animals</p>	<p>Pupils will participate in an activity where in they will ask and answer <i>who</i> questions.</p> <p>T: I will divide you into small groups. Each member in the group should get an object/ picture from the box. Each student will get the chance to ask the question: <i>Who has a _____ (thing)?</i> Each student will get the chance to answer the question. Students can use the sentence stem: <i>_____ has a _____.</i></p>			
G. Finding practical/ application of concepts and skills in daily living					
H. Making generalizations and abstractions about the lesson	<p>Teacher posts a list of words on the board.</p> <p>Pupils will identify if the word is a name of person, thing, place or animal</p>	<p><i>When we ask questions, we usually use the questions Who, What, and Where.</i></p> <p><i>We use who to ask about a person.</i></p>			
I.Evaluating Learning	<p>Direction: put an X in the box next to the picture that does not belong to the group.</p> <p>(please refer to LM on page 47)</p>	<p>Encircle the name of person in the sentence.</p> <ol style="list-style-type: none"> 1. Father is watering the plant. 2. Ana is reading a book. 3. Mother cooks food. 4. Lina is kind. 5. Ben is playing in the yard. 			
J. Additional activities for application or remediation	<p>Pupils think of their most unforgettable weekend with their families.</p>				
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?	<p><i>Strategies used that work well:</i></p> <p><input type="checkbox"/> Group collaboration</p> <p><input type="checkbox"/> Games</p> <p><input type="checkbox"/> Solving Puzzles/Jigsaw</p> <p><input type="checkbox"/> Answering preliminary activities/exercises</p> <p><input type="checkbox"/> Carousel</p> <p><input type="checkbox"/> Diads</p> <p><input type="checkbox"/> Think-Pair-Share (TPS)</p> <p><input type="checkbox"/> Rereading of Paragraphs/Poems/Stories</p> <p><input type="checkbox"/> Differentiated Instruction</p> <p><input type="checkbox"/> Role Playing/Drama</p> <p><input type="checkbox"/> Discovery Method</p> <p><input type="checkbox"/> Lecture Method</p> <p><i>Why?</i></p> <p><input type="checkbox"/> Complete IMs</p> <p><input type="checkbox"/> Availability of Materials</p> <p><input type="checkbox"/> Pupils' eagerness to learn</p> <p><input type="checkbox"/> Group member's Cooperation in doing their tasks</p>	<p><i>Strategies used that work well:</i></p> <p><input type="checkbox"/> Group collaboration</p> <p><input type="checkbox"/> Games</p> <p><input type="checkbox"/> Solving Puzzles/Jigsaw</p> <p><input type="checkbox"/> Answering preliminary activities/exercises</p> <p><input type="checkbox"/> Carousel</p> <p><input type="checkbox"/> Diads</p> <p><input type="checkbox"/> Think-Pair-Share (TPS)</p> <p><input type="checkbox"/> Rereading of Paragraphs/Poems/Stories</p> <p><input type="checkbox"/> Differentiated Instruction</p> <p><input type="checkbox"/> Role Playing/Drama</p> <p><input type="checkbox"/> Discovery Method</p> <p><input type="checkbox"/> Lecture Method</p> <p><i>Why?</i></p> <p><input type="checkbox"/> Complete IMs</p> <p><input type="checkbox"/> Availability of Materials</p> <p><input type="checkbox"/> Pupils' eagerness to learn</p> <p><input type="checkbox"/> Group member's Cooperation in doing their tasks</p>	<p><i>Strategies used that work well:</i></p> <p><input type="checkbox"/> Group collaboration</p> <p><input type="checkbox"/> Games</p> <p><input type="checkbox"/> Solving Puzzles/Jigsaw</p> <p><input type="checkbox"/> Answering preliminary activities/exercises</p> <p><input type="checkbox"/> Carousel</p> <p><input type="checkbox"/> Diads</p> <p><input type="checkbox"/> Think-Pair-Share (TPS)</p> <p><input type="checkbox"/> Rereading of Paragraphs/Poems/Stories</p> <p><input type="checkbox"/> Differentiated Instruction</p> <p><input type="checkbox"/> Role Playing/Drama</p> <p><input type="checkbox"/> Discovery Method</p> <p><input type="checkbox"/> Lecture Method</p> <p><i>Why?</i></p> <p><input type="checkbox"/> Complete IMs</p> <p><input type="checkbox"/> Availability of Materials</p> <p><input type="checkbox"/> Pupils' eagerness to learn</p> <p><input type="checkbox"/> Group member's Cooperation in doing their tasks</p>	<p><i>Strategies used that work well:</i></p> <p><input type="checkbox"/> Group collaboration</p> <p><input type="checkbox"/> Games</p> <p><input type="checkbox"/> Solving Puzzles/Jigsaw</p> <p><input type="checkbox"/> Answering preliminary activities/exercises</p> <p><input type="checkbox"/> Carousel</p> <p><input type="checkbox"/> Diads</p> <p><input type="checkbox"/> Think-Pair-Share (TPS)</p> <p><input type="checkbox"/> Rereading of Paragraphs/Poems/Stories</p> <p><input type="checkbox"/> Differentiated Instruction</p> <p><input type="checkbox"/> Role Playing/Drama</p> <p><input type="checkbox"/> Discovery Method</p> <p><input type="checkbox"/> Lecture Method</p> <p><i>Why?</i></p> <p><input type="checkbox"/> Complete IMs</p> <p><input type="checkbox"/> Availability of Materials</p> <p><input type="checkbox"/> Pupils' eagerness to learn</p> <p><input type="checkbox"/> Group member's Cooperation in doing their tasks</p>	<p><i>Strategies used that work well:</i></p> <p><input type="checkbox"/> Group collaboration</p> <p><input type="checkbox"/> Games</p> <p><input type="checkbox"/> Solving Puzzles/Jigsaw</p> <p><input type="checkbox"/> Answering preliminary activities/exercises</p> <p><input type="checkbox"/> Carousel</p> <p><input type="checkbox"/> Diads</p> <p><input type="checkbox"/> Think-Pair-Share (TPS)</p> <p><input type="checkbox"/> Rereading of Paragraphs/Poems/Stories</p> <p><input type="checkbox"/> Differentiated Instruction</p> <p><input type="checkbox"/> Role Playing/Drama</p> <p><input type="checkbox"/> Discovery Method</p> <p><input type="checkbox"/> Lecture Method</p> <p><i>Why?</i></p> <p><input type="checkbox"/> Complete IMs</p> <p><input type="checkbox"/> Availability of Materials</p> <p><input type="checkbox"/> Pupils' eagerness to learn</p> <p><input type="checkbox"/> Group member's Cooperation in doing their tasks</p>
F. What difficulties did I encounter which my principal or supervisor can help me solve?	<p><input type="checkbox"/> Bullying among pupils</p> <p><input type="checkbox"/> Pupils' behavior/attitude</p> <p><input type="checkbox"/> Colorful IMs</p> <p><input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD)</p> <p><input type="checkbox"/> Science/ Computer/ Internet Lab</p> <p><input type="checkbox"/> Additional Clerical works</p>	<p><input type="checkbox"/> Bullying among pupils</p> <p><input type="checkbox"/> Pupils' behavior/attitude</p> <p><input type="checkbox"/> Colorful IMs</p> <p><input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD)</p> <p><input type="checkbox"/> Science/ Computer/ Internet Lab</p> <p><input type="checkbox"/> Additional Clerical works</p>	<p><input type="checkbox"/> Bullying among pupils</p> <p><input type="checkbox"/> Pupils' behavior/attitude</p> <p><input type="checkbox"/> Colorful IMs</p> <p><input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD)</p> <p><input type="checkbox"/> Science/ Computer/ Internet Lab</p> <p><input type="checkbox"/> Additional Clerical works</p>	<p><input type="checkbox"/> Bullying among pupils</p> <p><input type="checkbox"/> Pupils' behavior/attitude</p> <p><input type="checkbox"/> Colorful IMs</p> <p><input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD)</p> <p><input type="checkbox"/> Science/ Computer/ Internet Lab</p> <p><input type="checkbox"/> Additional Clerical works</p>	<p><input type="checkbox"/> Bullying among pupils</p> <p><input type="checkbox"/> Pupils' behavior/attitude</p> <p><input type="checkbox"/> Colorful IMs</p> <p><input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD)</p> <p><input type="checkbox"/> Science/ Computer/ Internet Lab</p> <p><input type="checkbox"/> Additional Clerical works</p>

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<p>G. What innovation or localized materials did I use/discover which I wish to share with other teachers?</p>	<p><i>The lesson have successfully delivered due to:</i></p> <ul style="list-style-type: none"> <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 <p><i>Strategies used that work well:</i></p> <ul style="list-style-type: none"> <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"/> 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