

GRADE 1 to 12 DAILY LESSON LOG	School			Subject	FILIPINO
	Teacher			Grade & Section	
	Date			Quarter	First- Wk.6
OBJECTIVES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
A. Content Standard	Napapalawak ang kasanayan sa pag-unawa pagpapakahulugan,pagsusuri at pagbibigay halaga sa mga kaisipan o paksang napakinggan	Naipamamalas ang pag-unawa na ang mga salita ay binubuo ng mga tunog na may katumbas na tiyak na titik sa alpabeto	Naipakikita ang kasanayan sa paggamit ng Filipino sa pasalita at di pasalitang pakikipagtalastasan Nagkakaroon ng papaunlad na kasanayan sa wasto at maayos na pagsulat at paggamit sa mga pamantayan sa pagsulat	Naipapamalas ang lubusang pagkaunawa na may mga istrategiya sa pag-aaral na magagamit upang makakuha ng mga bagong impormasyon at mapalawak ang dating kaalaman Nagkakaroon ng papaunlad na kasanayan sa wasto at maayos na pagsulat at paggamit sa mga pamantayan sa pagsulat	
B. Performance Standard	Nasususri ang mga impormasyon upang maunawaan ,makapgbigay kahulugan at mapahalagahan ang mga tekstong napakinggan at makatugon ng maayos	Nakikilala at nagagamit ang mga titik upang makabuo ng salita.	Nagagamit nang wasto ang bahagi ng pananalita sa mabisang pakikipagtalastasan upang ipahayag ang sariling ideya ,damdamin at karanasan Nagkakaroon ng panimulang kasanayan sa maayos na pagsulat ng pakabit-kabit at sa paggamit ng mga sangkap sa pagsulat	Napipili ang gagamiting pamamaraan /mga pamamaraan ng pagtuklas ng bagong kaalaman o pagpapayaman ng dating kaalaman	
C. Learning Competency/ Objectives Write the LC code for each.	Nasasagot ang mga simpleng tanong sa tekstong binasa Nakapagbibigay ng maikling panuto gamit ang pangunahing direksyon	Napagsasama-sama ang mga ponema upang mabasa ang mga salitang may dalawa o higit pang pantig	Nagagamit ang angkop na pananda sa pagtukoy ng pangngalang pambalana/ pantangi Nakasusulat sa kabit-kabit na paraan na may tamang laki at layo ay malalaking letra na may buntot gaya ng J, Y, Z	Natutukoy ang mga bahagi ng aklat Naisusulat ng maayos ang mga maliliit na letra gaya ng e, v, x, c, a, o, n, m, n, ng	Nakapagbibigay ng lingguhang pagsusulit
II. CONTENT	Aralin 6: Paggamit ng Direksyon sa Pagbibigay ng Panuto	Aralin 6: Pagbasa ng mga Salitang may Dalawa o Higit Pang Pantig	Pagtukoy ng Pangngalan Pagsulat ng J, Y,Z	Bahagi ng Aklat Pagsulat ng e, v, x, c, a, o, n, m, n, ng	Lingguhang Pagsusulit
III. LEARNING RESOURCES					
A. References	K-12 CG p 24	K-12 CG p 23	K-12 CG p23		Summative test files
1. Teacher's Guide pages	32-33	33-34	35-36	36-37	
2. Learner's Materials pages	82-86	86-88	89-92	93-98	
3. Textbook pages					

4. Additional Materials from Learning Resource (LR) portal			larawan ng ferris wheel		
B. Other Learning Resource	tsart ng kuwento, larawan ng mini train, roller coaster, carousel	flashcard ng mga salita	laptop	Tsart, larawan, plaskard	
III. PROCEDURES	A. Reviewing previous lesson or presenting the new lesson				
	Paunang Pagtataya Pasagutan sa mga bata ang Sagutin Natin sa LM.pahina 82 Itama ang sagot ng mga bata.	Pagpasa ng takdang aralin Pag-awit ng Alpabetong Filipino	Pagpasa ng kasunduan	Balik aral sanakaraang aralin	Awit
B. Establishing a purpose for the lesson	Masagot ang mga tanong sa binasang teksto at makapagbigay ng maikling panuto	Makabasa ng mga salitang may dalawa o higit pang pantig	Magamit ang angkop na pananda sa pagtukoy ng pangngalang pambalana/pantangi Makasulat sa kabit-kabit na paraan na may tamang laki at layo ay malalaking letra na may buntot gaya ng J, Y, Z	Matukoy ang mga bahagi ng aklat Maisulat ng maayos ang mga maliliit na letra gaya ng e, v, x, c, a, o, n, m, n, ng	Pagbibigay ng pamantayan
C. Presenting examples/ instances of the new lesson	Ipakita ang larawan ng ferris wheel, carousel at roller coaster. Tukuyin kung ano ang mga larawan Nakapunta na ba kayo sa isang parke o pasyalan na may mga ganitong sakayan? Hayaang magbahagi ang mga bata ng sariling karanasan. Basahin ang kuwento sa LM pahina 85	Ipagawa ang Tukoy Alam sa T.G pahina 33	Ipagawa ang Tukoy Alam sa T.G pahina 35 Itanong: Alin-alin ang pangngalang hindi tiyak? Tiyak?	Magpakita ng isang aklat. Ipakita ang ilang mga bahagi nito at itanong sa mga bata ang tawag dito. Sabihin: Ngayon, aalamin natin kung tama ang inyong mga sagot. Ilahad ang aralin.(Tunghayan sa T.G pahina 36)	Pagsasabi ng panuto
D. Discussing new concepts and practicing new skills #1	Talakayin ang kuwento. Pasagutan ang GawinNatin sa LM pahina 86	Bigyan ang mga bata ng flashcard na naglalaman ng mga letra na a, e,g, l, k, m, n, t, u . Gagamitin ang mga ito sa pangkatang Gawain.	Ipakita ang larawan ng mag-anak na nakasakay sa ferris wheel. Hayaang magbigay ang mgabata ng pangungusap tungkol sa larawan. Ipabasa ang mga pangungusap sa Basahin Natin sa LM pahina Pagtuturo at paglalarawan (T.G pahina 35)	Pasagutan ang Sagutin Natin sa LM, pahina 94	Pagsagot sa pagsusulit
E. Discussing new concepts and practicing new skills #2	Ipagawa ang Sanayin Natin sa L.M pahina 86.	Gamit ang mga flashcard hayaang magbuo ang mga pangkat ng mga salita Ipaulat sa bawat pangkatang kanilang ginawa. Ano-ano ang nabuong salita? Inaasahang sagot: pera lapit sakay ganda masaya una	Ipagawa ang Gawin Natin sa LM, pahina 90	Ipakita ang mga bahagi ng aklat sa pamamagitan ng paggamit ng tunay na aklat. Ipaliwanag ang gamit ng mga ito. Magkaroon ng pangkatang gawain sa pamamagitan ng paghula o pagkilala sa bahagi ng aklat.Babasahin ng guro ang mga bakas (clue)ang grupong makakarami ng puntos ay siyang panalo	
F. Developing mastery (leads to Formative Assessment 3)	Pangkatin ang mga bata. Ipagawa ang Sanayin Natin sa LM pahina 85	Ano-ano ang mabubuong salita gamit ang mga pantig sa loob ng malaking kahon?	Ipagawa ang Sanayin Natin sa LM pahina 90	Ipasagot ang Gawin Natin sa L.M pahina 95	

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G. Finding practical application of concepts and skills in daily living	Mula sa kanilang tahanan ipaguhit sa mga bata kung paano sila makakarating ng paaralan gamit ang mga pangunahing direksyon	Ano-ano ang katangiang dapat taglayin ng bawat miyembro ng mag-anak upang mapanatili ang kaayusan sa tahanan?		Ang ating mga magulang ay katuwang natin sa anumang bagay, huwag mahihiyang magtanong kung may mga alalahanin tayo.	Magpakita ng katapatan sa pagsusulit.																
H. Making generalizations and abstractions about the lesson	Ano-ano ang dapat tandaan sa pagbibigay ng maikling panuto?	Mabubuo ang isang salita sa pagsasama-sama ng mga pantig.	Ang ng/ng mga, ang/ang mga ay ginagamit sa mga pangngalang pambalana samantalang ang si/sina, kay/kina, ni/nina ay pangngalang pantangi	Ano-ano ang bahagi ng aklat?																	
I. Evaluating learning	Gumawa ng maikling panuto kung papaano ka makakarating sa iyong silid-aranan. Isulat ito sa sagutang papel.	Pasagutan ang Linangin Natin sa LM pahina 89	Pasagutan ang Linangin Natin sa LM.pahina 91	Pasagutan ang Linangin Natin sa LM pahina 96-97	Itala ang mga puntos ng mag-aaral.																
J. Additional activities for application or remediation	Kasunduan Isulat ang direksyon o panuto kung paano makakarating sa inyong bayah mula sa paaralan	Kasunduan Magtala ng limang ngalan na may dalawang pantig na makikita sa kalsada. Magtala ng limang ngalan na may tatlong pantig ng mga pagkain na mayroon sa inyong bayah.	Ipakita ang paraan ng pagsulat ng malaking letra sa paraang kabit-kabit.(Tunghayan sa L.M. pahina 91-92)	Pagsusulat Ipakita sa mga bata kung paano isulat ang e, v, x, c, a, o, n, m, ñ, ng. (Isa-isang letra muna) Bilangan habang ginagawa ito upang mas masundan ng mga bata. Ipasulat ito sa hangin/ sa palad/sa likod ng kaklase. Ipabakat ito sa pisara. Pasulatin nito ang mga bata sa sultang papel. Gawin muli ang mga hakbang gamit naman ang ibang letra.	Bigyan ng paghahamon ang mga mag-aaral para sa susunod na pagtataya.																
IV. REMARKS																					
V. REFLECTION																					
A..No. of learners who earned 80% in the evaluation	_____ of Learners who earned 80% above	_____ of Learners who earned 80% above	_____ of Learners who earned 80% above	_____ of Learners who earned 80% above	_____ of Learners who earned 80% above																
B.No. of learners who require additional activities for remediation who scored below 80%	_____ of Learners who require additional activities for remediation	_____ of Learners who require additional activities for remediation	_____ of Learners who require additional activities for remediation	_____ of Learners who require additional activities for remediation	_____ of Learners who require additional activities for remediation																

C. Did the remedial lessons work? No. of learners who have caught up with the lesson	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> _____ of Learners who caught up the lesson	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> _____ of Learners who caught up the lesson	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> _____ of Learners who caught up the lesson	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> _____ of Learners who caught up the lesson	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> _____ of Learners who caught up the lesson
D. No. of learners who continue to require remediation	<input type="checkbox"/> _____ of Learners who continue to require remediation	<input type="checkbox"/> _____ of Learners who continue to require remediation	<input type="checkbox"/> _____ of Learners who continue to require remediation	<input type="checkbox"/> _____ of Learners who continue to require remediation	<input type="checkbox"/> _____ of Learners who continue to require remediation
E. Which of my teaching strategies worked well? Why did these work?	Strategies used that work well: <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 Why? <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's Cooperation in doing their tasks	Strategies used that work well: <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 Why? <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's Cooperation in doing their tasks	Strategies used that work well: <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 Why? <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's Cooperation in doing their tasks	Strategies used that work well: <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 Why? <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's Cooperation in doing their tasks	Strategies used that work well: <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 Why? <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's Cooperation in doing their tasks
F. What difficulties did I encounter which my principal or supervisor can help me solve?	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology <input type="checkbox"/> Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works Planned Innovations: <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	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology <input type="checkbox"/> Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works Planned Innovations: <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	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology <input type="checkbox"/> Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works Planned Innovations: <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	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology <input type="checkbox"/> Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works Planned Innovations: <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	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology <input type="checkbox"/> Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works Planned Innovations: <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
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?	The lesson have successfully delivered due to: <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 Strategies used that work well: <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/	The lesson have successfully delivered due to: <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 Strategies used that work well: <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/	The lesson have successfully delivered due to: <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 Strategies used that work well: <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/	The lesson have successfully delivered due to: <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 Strategies used that work well: <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/	The lesson have successfully delivered due to: <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 Strategies used that work well: <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/

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