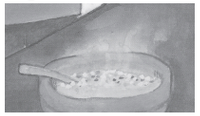
GRADES 1 to 12 DAILY LESSON LOG	School:	Visit DepEdResources.com for More	Grade Level:	I
	Teacher:	File created by Ma'am NINA SHERRY L. CLEMENTE	Learning Area:	ENGLISH
	Teaching Dates and Time:	APRIL 1 – 5, 2024 (WEEK 1)	Quarter:	4TH QUARTER

I. OBJECTIVES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
A. Content Standards	The Learner. . . demonstrates understanding of familiar words used to communicate personal experiences, ideas, thoughts, actions, and feelings demonstrates understanding of familiar literary forms and concept of words in English for effective expression demonstrates understanding of sounds and their meanings for appropriate use of words demonstrates understanding of familiar English words for effective communication demonstrates understanding of word meaning for correct usage	The Learner. . . demonstrates understanding of familiar words used to communicate personal experiences, ideas, thoughts, actions, and feelings demonstrates understanding of familiar literary forms and concept of words in English for effective expression demonstrates understanding of sounds and their meanings for appropriate use of words demonstrates understanding of familiar English words for effective communication demonstrates understanding of word meaning for correct usage	The Learner. . . demonstrates understanding of familiar words used to communicate personal experiences, ideas, thoughts, actions, and feelings demonstrates understanding of familiar literary forms and concept of words in English for effective expression demonstrates understanding of sounds and their meanings for appropriate use of words demonstrates understanding of familiar English words for effective communication demonstrates understanding of word meaning for correct usage	The Learner. . . demonstrates understanding of familiar words used to communicate personal experiences, ideas, thoughts, actions, and feelings demonstrates understanding of familiar literary forms and concept of words in English for effective expression demonstrates understanding of sounds and their meanings for appropriate use of words demonstrates understanding of familiar English words for effective communication demonstrates understanding of word meaning for correct usage	The Learner. . . demonstrates understanding of familiar words used to communicate personal experiences, ideas, thoughts, actions, and feelings demonstrates understanding of familiar literary forms and concept of words in English for effective expression demonstrates understanding of sounds and their meanings for appropriate use of words demonstrates understanding of familiar English words for effective communication demonstrates understanding of word meaning for correct usage
B. Performance Standards	The Learner. . . Shares/express personal ideas, thoughts, actions, and feelings using familiar words participates actively in different oral activities manipulates skilfully the sounds in words to express meaning uses basic vocabulary to independently express ideas	The Learner. . . Shares/express personal ideas, thoughts, actions, and feelings using familiar words participates actively in different oral activities manipulates skilfully the sounds in words to express meaning uses basic vocabulary to independently express ideas	The Learner. . . Shares/express personal ideas, thoughts, actions, and feelings using familiar words participates actively in different oral activities manipulates skilfully the sounds in words to express meaning uses basic vocabulary to independently express ideas about	The Learner. . . Shares/express personal ideas, thoughts, actions, and feelings using familiar words participates actively in different oral activities manipulates skilfully the sounds in words to express meaning uses basic vocabulary to independently express ideas about	The Learner. . . Shares/express personal ideas, thoughts, actions, and feelings using familiar words participates actively in different oral activities manipulates skilfully the sounds in words to express meaning uses basic vocabulary to independently express ideas about

	about personal, home, school and community experiences correctly uses familiar words in speaking activities	about personal, home, school and community experiences correctly uses familiar words in speaking activities	personal, home, school and community experiences correctly uses familiar words in speaking activities	personal, home, school and community experiences correctly uses familiar words in speaking activities	personal, home, school and community experiences correctly uses familiar words in speaking activities
C. Learning Competencies/ Objectives Write the LC for each	**EN1OL-IVa-j-1.3** Talk about pictures presented using appropriate local terminologies with ease and confidence • **EN1PA-IVa-b-2.3** Distinguish rhyming words from non-rhyming words • **EN1V-IVa-e-3** Sort and classify familiar words into basic categories (colors, shapes, foods, etc.)	**EN1OL-IVa-j-1.3** Talk about pictures presented using appropriate local terminologies with ease and confidence • **EN1PA-IVa-b-2.3** Distinguish rhyming words from non-rhyming words • **EN1OL-IIIa-j- 1.1** Listen to short stories/poems	**EN1OL-IVa-j-1.3** Talk about pictures presented using appropriate local terminologies with ease and confidence **EN1PA-IVa-b-2.3** Distinguish rhyming words from non-rhyming words **EN1LC-IIIa-j- 1.1** Listen to short stories/poems	**EN1OL-IVa-j-1.3** Talk about pictures presented using appropriate local terminologies with ease and confidence **EN1PA-IVa-b-2.3** Distinguish rhyming words from non-rhyming words **EN1LC-IIIa-j- 1.1** Listen to short stories/poems Note important details pertaining to: a. character b. setting c. events Identify the problem and solution	**EN1OL-IVa-j-1.3** Talk about pictures presented using appropriate local terminologies with ease and confidence **EN1PA-IVa-b-2.3** Distinguish rhyming words from non-rhyming words Identify describing words relating to characters or settings in stories listened to***** **Basa-added objective*
II. CONTENT					
III. LEARNING RESOURCES					
A. References					
1. Teacher's Guide pages		TG 13-16	TG 16-18	TG 19-22	TG 22-24
2. Learner's Materials pages					
3. Textbook pages					
B. Other Learning Resources					
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	Sing a Song/Recite a Poem/Play a Game • Teacher asks pupils to sing a song/recite a song/play a game	Teacher recites the poem with the pupils. Then, the pupils point out the rhyming words and non-rhyming words in the third and fourth stanzas of the poem.	Teacher recites the poem with the pupils. Then, pupils point out the rhyming and non-rhyming words in the fifth stanza of the poem	Teacher introduces the poem, "Little Things," in class. The poem is written on the board or in a manila paper. Pupils recite the poem and point out the rhyming and non-rhyming words in the first and second stanzas of the poem.	Recite a Poem (refer to the Daily activities) Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more
B. Establishing a purpose for the lesson	Sharing Information • Teacher asks pupils to talk about pictures using some local terminologies	Teacher posts a picture of a sari-sari store. Pupils study the picture and talk about it with their seatmates.	Teacher posts a picture on the board. Pupils answer questions about the pictures and talk about it.	Read Aloud Story: Arroz Caldo ni Lolo Waldo (Lolo Waldo's Arroz Caldo) Pre-Reading Activities	Sharing Information (refer to the Daily activities)

	e.g arroz caldo  *Let's look at the picture on the board. What do you see in the picture? That's right. It is a bowl of arroz caldo. How many of you have eaten or tasted arroz caldo? What does it taste like? What do you think are its ingredients? Do you know how to cook arroz caldo? Who among your family knows how to cook it? What do you think are the steps in cooking arroz caldo? I want you to think and talk to your seatmate about the time when you first tasted or eaten arroz caldo. Later, I will call some of you to share your experience in class.*	*Let's look at the picture on the board. What do you see? That's right. It is a picture of a sari-sari store. Do you see a sari-sari store in your barangay? How many sari-sari stores are there in your barangay? What do you see in a sari-sari store? What do you usually buy from your sari-sari store? I want you to think and talk to your seatmate about the last time you went to the sari-sari store and bought something. Later, I will call some of you to share your experience in class.*	What do you see in the picture? That's right. We see children playing under the rain. Have you experienced playing in the rain? What is it like? Who did you play with? What game did you play? What happened after you played? I want you to answer the questions and share your experience of playing in the rain with your seatmates. Later, I will call some of you to share your experience with your classmates.	• Teacher asks pupils to retell the part of the story they heard and to say the words they learned from the previous day	
C. Presenting examples/instances of the new lesson	Developing Vocabulary *I have posted some pictures on the board. Let's look at each one. I want you to tell me the names of the objects in pictures. What are they called in Mother Tongue? How about in Filipino? Can you guess what they are called in English?*	READ ALOUD STORY: *ARROZ CALDO NI LOLO WALDO (LOLO WALDO'S ARROZ CALDO) (pp 1-10)* **Activating Prior Knowledge** Teacher shows the cover of the book. Pupils look at the cover and recall details about the book like the title, author, and illustrator.	*READ ALOUD STORY: ARROZ CALDO NI LOLO WALDO (LOLO WALDO'S ARROZ CALDO)* (pp 10-17) **PRE-READING ACTIVITIES** Teacher shows the cover of the book. Pupils look at the cover and recall details about the book like the title, author, and illustrator.	During Reading Activities • Teacher reads the last part of the story and asks questions about it • Teacher unlocks the meaning of new words in the story **Note:** This is a bridging opportunity. Ask pupils to say the Mother Tongue and Filipino translations of the words in the story.	Retelling of Read Aloud Story: *Arroz Caldo ni Lolo Waldo (Lolo Waldo's Arroz Caldo)*
D. Discussing new concept and practicing new skills #1	Teacher asks pupils to group words based on given categories	**DURING READING ACTIVITIES** Teacher reads pages 2-9 of the book. Pupils then listen and answer a few questions about the story. Teacher explains the meaning of difficult words in the story using	**DURING READING ACTIVITIES** Teacher reads pages 10-17 of the book. Pupils then listen and answer a few questions about the story. Teacher explains the meaning of difficult words in the story using gestures, facial expressions, pictures, etc.	After Reading Activities • Teacher asks pupils to answer questions about the story.	*Pre-Reading Activities* • Teacher asks pupils to recall information about the book such as the author and illustrator

		gestures, facial expressions, pictures, etc. Teacher writes the new words on the board. **passed away** (page 2) means someone died. In Filipino, it means **"yumao"** or **"pumanaw."** **Advice** (page 5) is what someone says to help another person. It is an opinion or a suggestion. In Filipino, we call it **"payo."** You can **depend on** (page 6) someone when you can trust him or her. In Filipino, it means **"maaasahan."** It is **surprising** (page 6) when something unexpected or uncommon happens. In Filipino, it means **"nakakagulat." Back in the day** (page 6) means in the past. In Filipino, it means **"noon."** You **get by** (page 7) when you are able to succeed or survive even when you are having a hard time. In Filipino, it means **"nakakaraos."** The word **prepare** (page 7) means to make something ready. In Filipino, it means **"paghahanda."** An **ingredient** (page 7) is one of the things that are used to make a food, product, etc. In Filipino, we call it **"sangkap."** The word **worry** means to think about problems or feel afraid because you think something bad is going to happen. In Filipino, it is **"nag-aalala."**	Teacher writes the new words on the board. **While Reading** *You use the expression **my heart skipped a beat** when you become suddenly happy about something. In Filipino, it means **"lumundag sa tuwa ang puso ko."*** ***business** (page 12) is an activity where one sells something to earn money. In Filipino, we call it **"negosyo."** The word **rented** (page 12) is the past tense of the word of **rent**. **Rent** means to pay so one can use a thing or a place. In Filipino, it means **"umupa."***		
E. Discussing new concepts and practicing new skills #2	**Bridging:** *Ask pupils to think of words in Mother Tongue or Filipino and group them according to given*	1.Who are the people in the picture? Where do you think they are? What makes you think they are in the yard?	1.What do you think are Lolo Waldo, Tatay Sito, and the little boy feeling? How about the dog? 2. What was Lolo Waldo's plan? What will Lolo Waldo do with the	Teacher reviews with the pupils the new words they studied in class **Note:** If there is still time, ask pupils to copy the new words in their notebooks	*During Reading Activities* • Teacher retells the story

	categories. Help pupils learn the English terms for those words.	2. Who are the characters in the story? Where do they live? Why did Lolo come to live with them? 3. What do you see in the picture? What are the boy and the dog doing? What is Lolo Waldo doing? 4. While Tatay is away, who stays with the little boy? What does Lolo Waldo do for the little boy? 5. What do you see in the picture? What are they doing? 6.What was Lolo Waldo's job back in the day? Who earns money for their family? What does Lolo Waldo prepare for their meals? What does Lolo Waldo's arroz caldo taste like? 7. Who came home early one day? Why was father sad? What did Lolo Waldo tell Tatay Sito?	arroz caldo? What did the little boy feel when he heard Lolo Waldo's plan? 3. Who kept coming back to buy Lolo Waldo's arroz caldo? For which meals do the customers buy Lolo's arroz caldo? 5. What happened to their business? Where did they move and open a bigger store? What did they put up? Who do you think put up the sign?		
F. Developing mastery (Leads to formative assessment)	**Pair work:** *Teacher asks pupils to practice grouping words into different categories*	Group ActivityGroup the class into 4 then ask them to retell the story (the teachers will help the pupils to speak in Filipino then translate by the teacher)		Concluding the Session	*After Reading Activities* • Teacher asks pupils to complete a character map of Lolo Waldo
G. Finding practical/ application of concepts and skills in daily living		Presentation of each group. Provides 2 events Provides 3 events Provide 3 events Include details Provides 4 events Includes Charac			Teacher introduces the concept of describing words

				Includes Character	ternames Events are in order Express main Idea		
H. Making generalizations and abstractions about the lesson	**Rhyming words are words** where the ending sounds match	What have you learned?					Practice: Teacher asks pupils to work in pairs and describe a picture
I.Evaluating Learning		Yes or NO. __1. Lolo Waldo was Nico's grandfayher. __2.Passed away means "Yumao". __3.Surprising means "nakakgulat" __4. Get by means "nakakaraos" __5. Ingredients means "Sangkap".					Concluding the Session
J. Additional activities for application or remediation	Cut out pictures of six different foods from old magazines and newspapers. Then, group your pictures according to the categories below. I wrote examples under each column to						

	help you group your pictures. Don't forget to put a label under each picture. Ask your parents or other members of your family to help you with your homework.				
V. REMARKS					
VI. 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	___Yes ___No ____ of Learners who caught up the lesson	___Yes ___No ____ of Learners who caught up the lesson	___Yes ___No ____ of Learners who caught up the lesson	___Yes ___No ____ of Learners who caught up the lesson	___Yes ___No ____ of Learners who caught up the lesson
D. No. of learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation
E. Which of my teaching strategies worked well? Why did these work?	*Strategies used that work well:* ___ 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 *Why?* ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in	*Strategies used that work well:* ___ 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 *Why?* ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in	*Strategies used that work well:* ___ 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 *Why?* ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	*Strategies used that work well:* ___ 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 *Why?* ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	*Strategies used that work well:* ___ 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 *Why?* ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in

	doing their tasks	doing their tasks			doing their tasks
F. What difficulties did I encounter which my principal or supervisor can help me solve?	__ Bullying among pupils __ Pupils' behavior/attitude __ Colorful IMs __ Unavailable Technology Equipment (AVR/LCD) __ Science/ Computer/ Internet Lab __ Additional Clerical works *Planned Innovations:* __ 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 *Planned Innovations:* __ 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 *Planned Innovations:* __ 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 *Planned Innovations:* __ 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 *Planned Innovations:* __ Localized Videos __ Making big books from views of the locality __ Recycling of plastics to be used as Instructional Materials __ 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:* ___ pupils' eagerness to learn ___ complete/varied IMs ___ uncomplicated lesson ___ worksheets ___ varied activity sheets *Strategies used that work well:* ___ 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 *Why?* ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn	*The lesson have successfully delivered due to:* ___ pupils' eagerness to learn ___ complete/varied IMs ___ uncomplicated lesson ___ worksheets ___ varied activity sheets *Strategies used that work well:* ___ 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 *Why?* ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn	*The lesson have successfully delivered due to:* ___ pupils' eagerness to learn ___ complete/varied IMs ___ uncomplicated lesson ___ worksheets ___ varied activity sheets *Strategies used that work well:* ___ 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 *Why?* ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in	*The lesson have successfully delivered due to:* ___ pupils' eagerness to learn ___ complete/varied IMs ___ uncomplicated lesson ___ worksheets ___ varied activity sheets *Strategies used that work well:* ___ 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 *Why?* ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in	*The lesson have successfully delivered due to:* ___ pupils' eagerness to learn ___ complete/varied IMs ___ uncomplicated lesson ___ worksheets ___ varied activity sheets *Strategies used that work well:* ___ 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 *Why?* ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn

	___ Group member's Cooperation in doing their tasks	___ Group member's Cooperation in doing their tasks	doing their tasks	doing their tasks	___ Group member's Cooperation in doing their tasks