

GRADES 1 TO 12 DAILY LESSON LOG	SCHOOL	Tondol National High School	GRADE LEVEL	12- Frost
	TEACHER	Carl John C. Carolino	LEARNING AREA	Creative Writing
	TEACHING DATES AND TIME	September 26-30, 2022/ 12:45-2:45 PM Tuesdays and Thursdays	QUARTER	1/ Week 6

	SESSION 1	SESSION 2	SESSION 3	SESSION 4
I. OBJECTIVES	Objectives must be met over the week and connected to the curriculum standards. To meet the objectives, necessary procedures must be followed and if needed, additional lessons, exercises and remedial activities may be done for developing content knowledge and competencies. These are assessed using Formative Assessment strategies. Valuing objectives support the learning of content and competencies and enable to find significance and joy in learning the lessons. Weekly objectives shall be derived from the curriculum guides.			
A. Content Standards	The learners have an understanding of fiction as a genre and are able to analyze its elements and techniques.			
B. Performance Standards	The learners shall be able to produce at least one striking scene for a short story.			
C. Learning Competencies/Objectives Write the LC Code for each	Identify the various elements, techniques, and literary devices in various modes of fiction. (HUMSS_CW/MPIg-i-11)	Identify the various elements, techniques, and literary devices in various modes of fiction. (HUMSS_CW/MPIg-i-11)	Identify the various elements, techniques, and literary devices in various modes of fiction. (HUMSS_CW/MPIg-i-11)	Identify the various elements, techniques, and literary devices in various modes of fiction. (HUMSS_CW/MPIg-i-11)
II. CONTENT	Content is what the lesson is all about. It pertains to the subject matter that the teacher aims to teach. In the CG, the content can be tackled in a week or two.			
	Introduction to Fiction	Plot as an Element of Fiction	Character as an Element of Fiction	Point of View as an Element of Fiction
III. LEARNING RESOURCES	List the materials to be used in different days. Varied sources of materials sustain children's interest in the lesson and in learning. Ensure that there is a mix of concrete and manipulative materials as well as paper- based materials. Hands- on learning promotes concept development.			
A. References				
1. Teacher's Guides/Pages				
2. Learner's Materials Pages				
3. Textbook Pages	Creative Writing by Louyza Maria Victoria H. Vasquez and Gabriela Lee, pp. 107-111	Creative Writing by Louyza Maria Victoria H. Vasquez and Gabriela Lee, pp. 112-115	Creative Writing by Louyza Maria Victoria H. Vasquez and Gabriela Lee, pp. 116-118	Creative Writing by Louyza Maria Victoria H. Vasquez and Gabriela Lee, pp. 119-123
4. Additional Materials from Learning Resources (LR) portal				
B. Other Learning Resources				
IV. PROCEDURES	These steps should be done across the week. Spread out the activities appropriately so that students will learn well. Always be guided by demonstration of learning by the students which you can infer from formative assessment activities. Sustain learning systematically by providing students with multiple ways to learn new things, practice their learning processes, and draw conclusions about what they learned in relation to their life experiences and previous knowledge, indicate the time allotment for each step.			

A.Reviewing previous lesson or presenting the new lesson	State the learning objectives of the learning session.	Review the learners about fiction.	Review the learners about plot as an element of fiction.	Review the learners about character as an element of fiction.
B.Establishing a purpose for the lesson	Best Story Ever Activity Direction: Fill out the activity sheet by providing information about your favorite story.	Arrange the events of the story of Goldilocks and the Three Bears.	He's/She's a 10 But Activity Direction: In an activity sheet, the learners will write the good and bad qualities of their favorite character in a story they read.	Half Glass, Half Full Activity The learners will give their observations on two glasses of water.
C.Presenting examples/instances of the new lesson	Bring back poetry and prose. Make comparisons. Then, introduce fiction. Tell the learners that fiction is present in multimedia.	Ask the learners why there is a need to have an arrangement of events in the story.	Make the learners imagine a story without characters.	Ask the learners how their favorite stories are narrated.
D.Discussing new concepts and practicing new skills #1	Discuss fiction.	Discuss plot as an element of fiction.	Discuss character as an element of fiction.	Discuss point of view as an element of fiction.
E.Discussing new concepts and practicing new skills #2	Have an overview on elements of fiction.	Present to the class a Spider-man meme. Connect it to conflict for the discussion.	Discuss characterization.	
F.Developing mastery (Leads to formative assessment)	The learners will have an identification test about fiction.	The class will read the story "My Father Goes to Court" by Carlos Bulosan and will answer comprehension questions afterwards.	The learners will answer an identification test about character as an element of fiction.	The learners will do an identification test about point of view.
G.Finding practical/applications of concepts and skills in daily living	Ask: How can fiction make you value experiences of different people?	Ask: How can plot help you to deal with people around you?	Ask: How can character as an element of fiction help you to value individual differences?	Ask: How can point of view as an element of fiction help you to have empathy for people?
H. Making generalizations and abstractions about the lesson	The learners will give their takeaways in the learning session.	The learners will summarize things about plot as an element of fiction.	The learners will state their takeaways in the lesson.	The learners will differentiate the different categories of point of view.
I.Evaluating Learning	The learners will read the story "The Last Question" by Isaac Asimov and answer the Discussion Questions on page 110 of the book.	The class will do the Plot It Activity. The whole class will plot the events in "My Father Goes to Court" using Freytag's triangle.	The learners will analyze the characters of the story "My Father Goes to Court"	The learners will determine the point of view of the story "My Father Goes to Court."
J.Additional activities for application or remediation		The learners will do the plotting of their own stories.	The learners will do a characterization for their own stories.	The learners will determine the point of view they will use in their own stories.
V.REMARKS				

VI. REFLECTION	Reflect on your teaching and assess yourself as a teacher. Think about your students, progress this week. What works? What else needs to be done to help the students learn? Identify what help your instructional supervisors can provide for you so when you meet them, you can ask relevant questions.			
A. No. of learners who earned 80% of the formative assessment				
B. No. of learners who require additional activities to remediation				
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?				
F. What difficulties did I encounter which my principal or supervisor can help me solve?				
G. What innovation or localized material did I use/discover which I wish to share with other teachers?				

Prepared by:

Checked and Noted:

CARL JOHN C. CAROLINO

Teacher II