

GRADES 1 TO 12 DAILY LESSON LOG	SCHOOL	Tondol National High School	GRADE LEVEL	11-Shakespeare
	TEACHER	Carl John C. Carolino	LEARNING AREA	Reading and Writing
	TEACHING DATES AND TIME	November 21-25, 2022 (2:45-4:45 PM)	QUARTER	2/Week 3

	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 learner understands the relationship of a written text and the context in which it was developed.			
B.Performance Standards	The learner writes a 1000-word critique of a selected text on the basis of its claim/s, context, and properties as a written material.			
C.Learning Competencies/Objectives Write the LC Code for each	Formulate evaluative statements about a text read: a. assertions about the content and properties of a text read; and b. counterclaims in response to claims made in a text read EN11/12RWS-IVac-9; EN11/12RWS-IVac-9.1; EN11/12RWS-IVac-9.2	Formulate evaluative statements about a text read: a. assertions about the content and properties of a text read; and b. counterclaims in response to claims made in a text read EN11/12RWS-IVac-9; EN11/12RWS-IVac-9.1; EN11/12RWS-IVac-9.2	Determine textual evidence to validate assertions and counterclaims made about a text read EN11/12RWS-IVac-10	Determine textual evidence to validate assertions and counterclaims made about a text read EN11/12RWS-IVac-10
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.			
	Formulating Evaluative Statements	Formulating Evaluative Statements	Determine textual evidence and formulating counterclaims	Determine textual evidence and formulating counterclaims
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	Reading and Writing Quarter 4 Module 6: Formulating Evaluative Statements, pp. 5-11	Reading and Writing Quarter 4 Module 5: Critical Reading as Reasoning, pp. 5-11	Reading and Writing Quarter 4 Module 5: Critical Reading as Reasoning, pp.	Reading and Writing Quarter 4 Module 5: Critical Reading as Reasoning
3.Textbook Pages				
4.Additional Materials from Learning Resources (LR) portal				
B.Other Learning Resources	–	https://www.youtube.com/watch?		

		v=CsBxMCAXm8A https://newsinfo.inquirer.net/1580203/when-10-year-olds-cant-read-the-dulling-of-ph-education		
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 competency and objectives.	Review the learners about formulating evaluative statement.	Review the learners about what they did last session.	Review the learners about counterclaim.
B.Establishing a purpose for the lesson	The learners will answer What's New activity, page 5.	Inform the learners that the class will have classroom- based National Reading Month activities.	The learners will answer What's In activity, page 19.	
C.Presenting examples/instances of the new lesson	Mention to the learners that we have reason for our choices.	The learners will watch a video about Filipino learners struggling in reading.	Ask the learners their reactions to this statement below: Filipino learners spend most of their time playing and loitering.	
D.Discussing new concepts and practicing new skills #1	Discuss evaluative statements.		Discuss counterclaims.	
E.Discussing new concepts and practicing new skills #2	Discuss assertions.			
F.Developing mastery (Leads to formative assessment)	Do What's More task from page 9 to 10.	The learners will be grouped. They will read a text entitled, "When 10-year-olds can't read: The dulling of PH education". They will identify assertions in the reading material and they will formulate evaluative statements.	The learners will answer the What's More test on page 22.	The learners will go back to their groups. They need to go back to the assertions they have written. Then, they need to formulate counterclaims for the assertions.
G.Finding practical/applications of concepts and skills in daily living	Ask: How can formulating evaluative statements help you in your decision- making?		Ask: How can counterclaims help you to have empathy for other people?	

H. Making generalizations and abstractions about the lesson	The learners will answer What I Have Learned, page 10.	The learners will give their takeaways in the learning session.	The learners will answer What I Have Learned on page 23.	
I.Evaluating Learning	The learners will answer Part A of What I Can Do, pages 10-11.	The learners will present their works to the class.	The learners will answer What I Can Do activity from page 23 to 24.	The learners will present their works to the class.
J.Additional activities for application or remediation				
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

MR. RICHARD A. TOMAMANG
OIC, Office of the Principal I