

GRADE 1 to 12 DAILY LESSON LOG	School		Grade Level	11/12
	Teacher		Learning Area	21 st Century Literature of the Philippines & the World
	Teaching Dates and Time		Semester/Quarter	

	MONDAY	TUESDAY	WEDNESDAY	THURDAY	FRIDAY
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 children to find significance and joy in learning the lessons. Weekly objectives shall be derived from the curriculum guides.				
A. Content Standard	The learner will be able to understand and appreciate the elements and contexts of 21st century Philippine literature from the regions.				
B. Performance Standard	The learner will be able to demonstrate understanding and appreciation of 21st Century Philippine literature from the regions through: 1. a written close analysis and critical interpretation of a literary text in terms of form and theme, with a description of its context derived from research; and 2. an adaptation of a text into other creative forms using multimedia.				
C. Learning Competency / Objectives (Write the LC code for each)	- Express what one feel, think & will do about the subject - Draw objects that would represent what they feel, think & will do about the subject - Share to the group their thoughts and feelings	Take the pre-test to assess ones background knowledge on the subject.	- Orient oneself of the performance task and standard of the subject; - Express commitment in accomplishing the desired outcome and completing the course; - List down the requirements of the course.	- Define literature; - Recall the different genre of literature; and - Classify sample literatures - Share importance of studying literature.	
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.				
	A. 21stCentury literature from the region where the school is based in relation to the literature of other regions in various genres and forms in consideration of: 1. various dimensions of Philippine literary history from pre-colonial to contemporary;				
	☐ Task: Think, Feel & Do	☐ Pre-Test	☐ Your Journey /Your Objectives	☐ Nature and Meaning of Literature ☐ Types of Literature	☐ Enrichment Class
III. LEARNING RESOURCES					
A. References	21st Century Literature from the Philippines and the World for Senior High School by Mata et. al. pp. 1-10 21st Century Literature from the Philippines and the World , Redefining Literature Across Nation and Time by Datu et. al. pp. 1-10 21st Century Literature from the Philippines and the World by Marikit Tara A. Uychoco pp. xi-xiii				
1. Teacher's Guide pages	None	None	None	None	
2. Learner's Materials pages	None	None	None	None	
3. Textbook pages	None	None	None	None	
4. Additional Materials	None	None	None	None	
B. Other Learning Resource	Manila paper, cartolina , marker pen	Exercise Sheets	Powerpoint Presentation of the Learning Competencies.	Powerpoint Presentation You tube videos	
IV. PROCEDURE	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, question 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.				
Preliminaries	Preliminaries: ☐ Prayer	Management of Learning (MOL) ☐ Prayer	Management of Learning (MOL) ☐ Prayer	Management of Learning (MOL) ☐ Prayer	

	☐ Energizer ☐ Checking of Attendance ☐ Recapitulation	☐ Energizer ☐ Checking of Attendance ☐ Recapitulation	☐ Energizer ☐ Checking of Attendance ☐ Recapitulation	☐ Energizer ☐ Checking of Attendance ☐ Recapitulation	
A. Reviewing previous lesson or presenting the new lesson	Getting To Know One Another Activity: The teacher will conduct activity for the purpose that the students will get to know each other.		Checking of the Pre-Test will be done. The students will be asked to take notes of the questions they failed to answer.	Each group will be provided 2 samples of literature of different genre. They will then be asked to read and classify what type of literature those are. After, the teacher will present the lesson.	
B. Establishing purpose for the lesson	• The students will be provided with the materials • They will be asked to draw what they think, feel & do about the subject then will share their work in their group • After, they will paste all their drawings in one manila paper and present their work to the whole class.		• Invite the students to read the Learning Competencies for them to get an overview of where they are headed to and to be aware of the desired result. • Allow the students to go over to the above objectives for them to focus more on the target concepts, language communication and literary skills. • Remind them of the expected output. • Ask if they have questions /clarifications about the rubrics • Ask if they are ready to proceed to the next phase of the lesson	Objectives of the lesson will be presented.	
C. Presenting examples/Instances of the new lesson				Each group will be asked to read their literature samples. They will ask their classmates what type of genre is each.	
D. Discussing new concepts and practicing new skills # 1				Discussion will be done.	
E. Discussing new concepts and practicing new skills # 2					
F. Developing mastery (leads to Formative Assessment)				The teacher will present You tube videos on the lesson.	
G. Finding practical application of concepts and skills in daily living			The students will be asked to write their commitment in accomplishing the desired outcome and completing the course;	The teacher will asked the class what is the significance of studying literature in the daily living. A video on the importance of literature will be shown.	
H. Making generalizations and abstractions about the lesson					

I. Evaluating learning		The students will be asked to take the Pre-test to assess their knowledge on the subject.	They will be asked to share what they have written to their group. Representative of each group will be asked to share in the class.	Exercises on classifying literature will be given.	
J. Additional activities for application or remediation	The teacher will orient the students of the routine activities of the class including the Management of Learning (MOL), checking of attendance, etc. The teacher will also group students and let them choose leaders for the future group tasks. Rules will be set.			The students will be asked to do research on the emerging 21 st Century literatures.	
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 them relevant questions.				
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?					
F. What difficulties did I encounter which my principal or supervisor can help me solve?					
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?					

Prepared by:

Submitted to:

GRADE 1 to 12 DAILY LESSON LOG	School		Grade Level	11/12
	Teacher		Learning Area	21 st Century Literature of the Philippines & the World
	Teaching Dates and Time		Semester/Quarter	Semester TWO (2) Quarter T (1)

	MONDAY	TUESDAY	WEDNESDAY	THURDAY	FRIDAY
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 children to find significance and joy in learning the lessons. Weekly objectives shall be derived from the curriculum guides.				
A. Content Standard	The learner will be able to understand and appreciate the elements and contexts of 21st century Philippine literature from the regions.				
B. Performance Standard	The learner will be able to demonstrate understanding and appreciation of 21st Century Philippine literature from the regions through: 1. a written close analysis and critical interpretation of a literary text in terms of form and theme, with a description of its context derived from research; and 2. an adaptation of a text into other creative forms using multimedia.				
C. Learning Competency / Objectives (Write the LC code for each)	- Get acquainted with the emerging literary genre of the 21st Century; - Identify the originating genre of the 21st century literatures.	- Review past lessons on the elements of literature ; - Present an analysis of literature citing the elements, structures and traditions. (EN12Lit-ld-25); - Participate actively in group activity.	- infer literary meaning from literal language based on usage (EN12Lit-ld-26); - Analyze the figures of speech and other literary techniques and devices in the text (EN12Lit-le-27) - Create text using figurative language.	- Cite functions and values of literature to the aspects of human life; - Analyze the figures of speech and other literary techniques and devices in the text (EN12Lit-le-27) - Create text using figurative language.	
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.				
	A. 21st Century literature from the region where the school is based in relation to the literature of other regions in various genres and forms in consideration of: 1. various dimensions of Philippine literary history from pre-colonial to contemporary;				
	▮ Emerging Literary Genre of the 21st Century	▮ Elements of Literature	▮ Literary Devices	▮ Figures of Speech ▮ Valuing Literature	▮ Enrichment Class
III. LEARNING RESOURCES					
A. References	a. 21st Century Literature from the Philippines and the World for Senior High School by Mata et. al. pp. 1-10 b. 21st Century Literature from the Philippines and the World , Redefining Literature Across Nation and Time by Datu et. al. pp. 1-10 c. 21st Century Literature from the Philippines and the World by Marikit Tara A. Uychoco pp. xi-xiii				
1. Teacher's Guide pages	None	None	None	None	
2. Learner's Materials pages	None	None	None	None	
3. Textbook pages	None	None	None	None	
4. Additional Materials from Learning Resource (LR)portal	None	None	None	None	

B. Other Learning Resource	You Tube Videos PowerPoint Presentation	PowerPoint Presentation Exercise Sheets Reading Texts	PowerPoint Presentation Exercise Sheets YouTube Videos	PowerPoint Presentation Exercise Sheets YouTube Videos	
IV. PROCEDURE	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, question 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.				
Preliminaries	Management of Learning (MOL) to be done by the students □ Prayer □ Energizer □ Checking of Attendance □ Recapitulation	Management of Learning (MOL) to be done by the students □ Prayer □ Energizer □ Checking of Attendance □ Recapitulation	Management of Learning (MOL) to be done by the students □ Prayer □ Energizer □ Checking of Attendance □ Recapitulation	Management of Learning (MOL) to be done by the students □ Prayer □ Energizer □ Checking of Attendance □ Recapitulation	
A. Reviewing previous lesson or presenting the new lesson	Review activity on the literary genre. Presentation of the lesson:	Activity sheets will be provided to students to check their stock knowledge on the lesson.	After presenting the lesson, activity will be done to make the students recall their past lesson in literary devices.	Review activity of the literary device lesson will be done.	
B. Establishing purpose for the lesson	Objectives of the lesson will be presented.	Objectives of the lesson will be presented.	Objectives will be revealed.	Objectives of the day will be presented.	
C. Presenting examples/Instances of the new lesson	YouTube video on the emerging 21 st Century literary genre will be presented	Basic elements of literature will be discussed.	YouTube video on literary devices on movies will be shown.	Discussion on figurative language will be done.	
D. Discussing new concepts and practicing new skills # 1	Each group will be provided 2 samples of literature of different genre. They will then be asked to read and classify what type of literature those are.	The teacher will provide literary reading text. He will then ask them to go to their group and discuss the assigned element presented in the selection: Group 1 – Form Group 2 – Theme Group 3 – Characterization Group 4 - Style	The students will be asked to read literary text and identify devices used.	Video discussing figurative language used in pop songs will be shown.	
E. Discussing new concepts and practicing new skills # 2					
F. Developing mastery (leads to Formative Assessment)	Each group will present their output. Before they will give the literary genre, they will first ask the class the classification.	Each group will assign representative to report what they have discussed in their group.	The students will be asked to answer the exercises presented in you tube videos.	The students will be asked to create lines using figures of speech.	
G. Finding practical application of concepts and skills in daily living			The students will be asked the importance of studying literary devices.	The students will be asked to cite three functions and values of literature to humans in the following aspects: a. personal growth	

				b. socialization c. education d. cultural growth e. national/economic progress	
H. Making generalizations and abstractions about the lesson		The class will then share insights on the lesson discussed.			
I. Evaluating learning	Exercises on classifying literary genre will be given.	Activity 2, p 5 of reference b		Activity 3, p 8 of reference b	
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 them relevant questions.				
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?					
F. What difficulties did I encounter which my principal or supervisor can help me solve?					
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?					

GRADE 1 to 12 DAILY LESSON LOG	School		Grade Level	11/12
	Teacher		Learning Area	21 st Century Literature of the Philippines & the World
	Teaching Dates and Time		Semester/Quarter	

	MONDAY	TUESDAY	WEDNESDAY	THURDAY	FRIDAY
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 children to find significance and joy in learning the lessons. Weekly objectives shall be derived from the curriculum guides.				
A. Content Standard	The learner will be able to understand and appreciate the elements and contexts of 21st century Philippine literature from the regions.				
B. Performance Standard	The learner will be able to demonstrate understanding and appreciation of 21st Century Philippine literature from the regions through: 1. a written close analysis and critical interpretation of a literary text in terms of form and theme, with a description of its context derived from research; and 2. an adaptation of a text into other creative forms using multimedia.				
C. Learning Competency / Objectives (Write the LC code for each)	- Analyzing a literary text and appreciating the contributions of the canonical Filipino writers to the development of national literature (En12Lit-lc-24) - Read one poem written by a Filipino writer using the Historical and Biographical Criticism; - Write a 500-word critical interpretation of the poem, with a description of its context derived from research.	- Analyzing a literary text and appreciating the contributions of the canonical Filipino writers to the development of national literature (En12Lit-lc-24) - Read one poem written by a Filipino writer using the Historical and Biographical Criticism; - Write a 500-word critical interpretation of the poem, with a description of its context derived from research.	- Enumerate steps on how to fully comprehend a literary selection ; - Explain the literary, biographical, linguistic, and sociocultural contexts and discuss how they enhance the text’s meaning and enrich the reader’s understanding. (EN12Lit-le-28) - Express value of applying critical thinking in reading literatures..	- Discuss different approaches in critiquing literary text; - Explain the literary, biographical, linguistic, and sociocultural contexts and discuss how they enhance the text’s meaning and enrich the reader’s understanding. (EN12Lit-le-28) - Show readiness in writing close analysis and critical interpretation of a literary text.	
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.				
	A. 21stCentury literature from the region where the school is based in relation to the literature of other regions in various genres and forms in consideration of: 1. various dimensions of Philippine literary history from pre-colonial to contemporary;				
	▮ 21st Century Literature from the region where the school is based in relation to the literature of other regions in various genres and forms in consideration of three (3) canonical authors and works of Philippine National Artists in Literature		▮ Literary approaches to the Study of Literature		▮ Enrichment Class
III. LEARNING RESOURCES					
A. References	a. Bautista, Cirilo. “A Man Falls to His Death” b. Galupo, Rey. “Man dies after jumping off NLEX Overpass”		a. 21st Century Literature from the Philippines and the World for Senior High School by Mata et. al. pp. 2-3 b. Girl by Jamaica Kincaid		

1. Teacher's Guide pages	None	None	None	None	
2. Learner's Materials pages	None	None	None	None	
3. Textbook pages	None	None	None	None	
4. Additional Materials from Learning Resource (LR)portal	None	None	None	None	
B. Other Learning Resource	Copy of the poem, notebook	Copy of the poem, notebook	Copy of the poem 'The God's We Worship Live Next Door' by Bienvenido Santos	PowerPoint Presentation Exercise Sheets YouTube Videos	
IV. PROCEDURE	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, question 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.				
Preliminaries	Management of Learning (MOL) to be done by the students □ Prayer □ Energizer □ Checking of Attendance □ Recapitulation	Management of Learning (MOL) to be done by the students □ Prayer □ Energizer □ Checking of Attendance □ Recapitulation	Management of Learning (MOL) to be done by the students □ Prayer □ Energizer □ Checking of Attendance □ Recapitulation	Management of Learning (MOL) to be done by the students □ Prayer □ Energizer □ Checking of Attendance □ Recapitulation	
A. Reviewing previous lesson or presenting the new lesson	Introduction: Communicating learning objectives and Historical Criticism	Review of the discussion the other day	Getting Started: The students will be asked to enumerate steps on what they do to fully comprehend literary selection		
B. Establishing purpose for the lesson		Objectives of the lesson will be presented.	Objectives will be revealed.	Objectives of the day will be presented.	
C. Presenting examples/Instances of the new lesson	Motivation: Reading a Local News Article Man dies after jumping off NLEX Overpass By Rey Galupo, The Philippine Star, April 23, 2015 – 12:00AM		Introduction to the lesson will be done. (see p 2 of reference book)	Processing of students output last meeting.	
D. Discussing new concepts and practicing new skills # 1	Instruction: Close Reading of "A Man Falls to His Death"	Assign one item for each group to study. Each group needs to discuss the following questions: a. Who are the character/s present in this line? b. What do you think happened here? c. This line contributed to the man's death. How does this affect his decision to "fall on his death"? 8. Allow them to discuss for 10 minutes.	The students will be asked to read the poem ' The God's We Worship Live Next Door'	The students will be asked to read the selection 'Girl'.	

		9. After the groups have reviewed their answers, instruct each group to share their findings to the class.			
E. Discussing new concepts and practicing new skills # 2					
F. Developing mastery (leads to Formative Assessment)	Practice: Group Discussion Refer to the provided lesson plan Ask them the following: - What was your experience in reading the poem? Was it easy or difficult to read? Why? - What words make it a difficult poem? - What is the tone of the poem? How does it sound like?		Text Analysis : The students will be asked to analyze the poem. They will do the ff.; - Describe the speaker in the poem in relation to the god mention. - What two social classes in conflict are discussed in the poem?	Text analysis: Refer to the questions in pg 5 of the reference book. The following literary approaches will be discussed: - Formalism - Marxism - Structuralism - Post structuralism; - Deconstruction - New Historicism - Feminism	
G. Finding practical application of concepts and skills in daily living					
H. Making generalizations and abstractions about the lesson					
I. Evaluating learning		Ask the learners to write an essay to respond to the following questions: - What are the details about Cirilo Bautista's life that tells of his background on scientific studies and humanities? - Was there a tragedy that happened during the author's lifetime that motivated him to write about this topic? - How do companies treat casualties from their companies these days? 2. Remind them to write their answers on a sheet of paper to be submitted after a week. 3. Instruct them to cite references accordingly,	The students will be asked to explain last two lines " Oh, we outlive them all, but there are junior gods fast growing tall.	Another reading text will be presented. Students will be asked to critique using the literary approaches discussed.	
J. Additional activities for application or remediation				The students will be reminded of the performance standard to meet at the end of the course.	
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 them relevant questions.
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?	
F. What difficulties did I encounter which my principal or supervisor can help me solve?	
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?	

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GRADE 1 to 12 DAILY LESSON LOG	School		Grade Level	11/12
	Teacher		Learning Area	21 st Century Literature of the Philippines & the World
	Teaching Dates and Time		Semester/Quarter	

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C. Learning Competency / Objectives (Write the LC code for each)	- Get acquainted with the emerging literary genre of the 21st Century; - Identify the originating genre of the 21st century literatures.	- Review past lessons on the elements of literature ; - Present an analysis of literature citing the elements, structures and traditions. (EN12Lit-ld-25); - Participate actively in group activity.	- infer literary meaning from literal language based on usage (EN12Lit-ld-26); - Analyze the figures of speech and other literary techniques and devices in the text (EN12Lit-le-27) - Create text using figurative language.	- Cite functions and values of literature to the aspects of human life; - Analyze the figures of speech and other literary techniques and devices in the text (EN12Lit-le-27) - Create text using figurative language.	
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	▮ Emerging Literary Genre of the 21st Century	▮ Elements of Literature	▮ Literary Devices	▮ Figures of Speech ▮ Valuing Literature	▮ Enrichment Class
III. LEARNING RESOURCES					
A. References	a. 21st Century Literature from the Philippines and the World for Senior High School by Mata et. al. pp. 1-10 b. 21st Century Literature from the Philippines and the World , Redefining Literature Across Nation and Time by Datu et. al. pp. 1-10 c. 21st Century Literature from the Philippines and the World by Marikit Tara A. Uychoco pp. xi-xiii				
1. Teacher's Guide pages	None	None	None	None	
2. Learner's Materials pages	None	None	None	None	
3. Textbook pages	None	None	None	None	
4. Additional Materials from Learning Resource (LR)portal	None	None	None	None	

B. Other Learning Resource	You Tube Videos PowerPoint Presentation	PowerPoint Presentation Exercise Sheets Reading Texts	PowerPoint Presentation Exercise Sheets YouTube Videos	PowerPoint Presentation Exercise Sheets YouTube Videos	
IV. PROCEDURE	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, question 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.				
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A. Reviewing previous lesson or presenting the new lesson	Review activity on the literary genre. Presentation of the lesson:	Activity sheets will be provided to students to check their stock knowledge on the lesson.	After presenting the lesson, activity will be done to make the students recall their past lesson in literary devices.	Review activity of the literary device lesson will be done.	
B. Establishing purpose for the lesson	Objectives of the lesson will be presented.	Objectives of the lesson will be presented.	Objectives will be revealed.	Objectives of the day will be presented.	
C. Presenting examples/Instances of the new lesson	YouTube video on the emerging 21 st Century literary genre will be presented	Basic elements of literature will be discussed.	YouTube video on literary devices on movies will be shown.	Discussion on figurative language will be done.	
D. Discussing new concepts and practicing new skills # 1	Each group will be provided 2 samples of literature of different genre. They will then be asked to read and classify what type of literature those are.	The teacher will provide literary reading text. He will then ask them to go to their group and discuss the assigned element presented in the selection: Group 1 – Form Group 2 – Theme Group 3 – Characterization Group 4 - Style	The students will be asked to read literary text and identify devices used.	Video discussing figurative language used in pop songs will be shown.	
E. Discussing new concepts and practicing new skills # 2					
F. Developing mastery (leads to Formative Assessment)	Each group will present their output. Before they will give the literary genre, they will first ask the class the classification.	Each group will assign representative to report what they have discussed in their group.	The students will be asked to answer the exercises presented in you tube videos.	The students will be asked to create lines using figures of speech.	
G. Finding practical application of concepts and skills in daily living			The students will be asked the importance of studying literary devices.	The students will be asked to cite three functions and values of literature to humans in the following aspects: a. personal growth	

				b. socialization c. education d. cultural growth e. national/economic progress	
H. Making generalizations and abstractions about the lesson		The class will then share insights on the lesson discussed.			
I. Evaluating learning	Exercises on classifying literary genre will be given.	Activity 2, p 5 of reference b		Activity 3, p 8 of reference b	
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 them relevant questions.				
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?					
F. What difficulties did I encounter which my principal or supervisor can help me solve?					
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?					