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

	MONDAY	TUESDAY	WEDNESDAY	THURDAY	FRIDAY				
I. OBJECTIVES	and remedial activities may be done for	ectives 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, remedial activities may be done for developing content knowledge and competencies. These are assessed using Formative Assessment strategies. Valuing objectives support the learning ontent 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 under	stand and appreciate the elements	s and contexts of 21st century Phi	lippine literature from the regions					
B. Performance Standard	1. a written close analysis an	e 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				CG, the content can be tackled in a notice in some sin various genres and forms in content in content in the co					
		lippine literary history from pre-colon		_	isideration of.				
	Task: Think, Feel & Do	Pre-Test	Your Journey /Your Objectives	Nature and Meaning of LiteratureTypes of Literature	Enrichment Class				
III. LEARNING RESOURCES									
A. References	21st Century Literature from the Philip	pines and the World for Senior High Sch pines and the World , Redefining Literat pines and the World by Marikit Tara A. L	ure Across Nation and Time by Datu et.	al. pp. 1-10					
 Teacher's Guide pages 	None	None	None	None					
Learner's Materials pages	None	None	None	None					
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	can infer from formative assessment a	ctivities. Sustain learning systematically	by providing students with multiple way	lways be guided by demonstration of lea s to learn new things, practice their learn Indicate the time allotment for each step	ing, question their learning				
Preliminaries	Prelimenaries: Prayer	Management of Learning (MOL) Prayer	Management of Learning (MOL) Prayer	Management of Learning (MOL) Prayer					

	Energizer	Energizer	Energizer	Energizer
	Checking of AttendanceRecapitulation	Checking of AttendanceRecapitulation	Checking of AttendanceRecapitulation	Checking of Attendance Recapitulation
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.	1 Necapitaliation	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.
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				

l.	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 21st Century literatures.	
V.	REMARKS					
	REFLECTION			students' progress this week. What works n, you can ask them relevant questions.	? What else needs to be done to help the students learn? Iden	itify what
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	School		Grade Level	11/12
DAILY LESSON LOG	Teacher		Learning Area	21st Century Literature of the Philippines & the World
	Teaching Dates and Time	Se	Semester/Quarter	Semester TWO (2) Quarter T (1)

	MONDAY	TUESDAY	WEDNESDAY	THURDAY	FRIDAY			
I. OBJECTIVES	exercises, and remedial activities massupport the learning of content and c guides.	ectives 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, ercises, and remedial activities may be done for developing content knowledge and competencies. These are assessed using Formative Assessment strategies. Valuing objectives uport 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 des.						
A. Content Standard			s and contexts of 21st century Phil					
B. Performance Standard	 a written close analysis and 	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-Id-25); Participate actively in group activity. 	 infer literary meaning from literal language based on usage (EN12Lit-Id-26); Analyze the figures of speech and other literary techniques and devices in the text (EN12Lit-Ie-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	A. 21stCentury literature from the re		that the teacher aims to teach in the elation to the literature of other region ial to contemporary;					
	Emerging Literary Genre of the 21 st Century	Elements of Literature	Literary Devices	Figures of SpeechValuing Literature	Enrichment Class			
III. LEARNING RESOURCES								
A. References	b. 21st Century Literature from the		High School by Mata et. al. pp. 1-10 ng Literature Across Nation and Time Tara A. Uychoco pp. xi-xiii					
 Teacher's Guide pages 	None	None	None	None				
Learner's Materials pages	None	None	None	None				
Textbook pages	None	None	None	None				
Additional Materials from Learning Resource (LR)portal	None	None	None	None				

B. Other Learning Resource	You Tube Videos	PowerPoint Presentation	PowerPoint Presentation	PowerPoint Presentation					
	PowerPoint Presentation	Exercise Sheets	Exercise Sheets	Exercise Sheets					
		Reading Texts	YouTube Videos	YouTube Videos					
IV. PROCEDURE	which you can infer from formative as	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 student which you can infer from formative assessment activities. Sustain learning systematically by providing students with multiple ways to learn new things, practice their learning, que							
	their learning processes, and draw or		relation to their life experiences and p	revious knowledge. Indicate the time al	llotment 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					
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 21st 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.					
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	
Н.	Making generalizations and abstractions about the lesson		The class will then share insights on the lesson discussed.		
l.	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		sess yourself as a teacher. Think lp your instructional supervisors c		
	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				
	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	School	Grade Level	11/12
DAILY LESSON LOG	Teacher	Learning Area	21st Century Literature of the Philippines & the World
	Teaching Dates and Time	Semester/Quarter	

	MONDAY	TUESDAY	WEDNESDAY	THURDAY	FRIDAY				
A. Content Standard B. Performance Standard	exercises, and remedial activities may support the learning of content and coguides. The learner will be able to unders The learner will be able to demonstrate a written close analysis and	ectives 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, crises, and remedial activities may be done for developing content knowledge and competencies. These are assessed using Formative Assessment strategies. Valuing objectives port 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 est. Ilearner will be able to understand and appreciate the elements and contexts of 21st century Philippine literature from the regions. Ilearner 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	A. 21stCentury literature from the re		elation to the literature of other region	CG, the content can be tackled in a various genres and forms in cor					
	21st Century Literature from the based in relation to the literature genres and forms in considera authors and works of Philippin	re of other regions in various	Literary approaches to the Study of Literature □ Enrichment Class						
III. LEARNING RESOURCES									
A. References	a. Bautista, Cirilo. "A Man Falls to b. Galupo, Rey. "Man dies after j		a. 21st Century Literature from the Phib. Girl by Jamaica Kincaid	lippines and the World for Senior High S	chool by Mata et. al. pp. 2-3				

Teacher's Guide pages	None	None	None	None	
2. Learner's Materials pages	None	None	None	None	
3. Textbook pages	None	None	None	None	
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	which you can infer from formative a their learning processes, and draw c	the week. Spread out the activities app ssessment activities. Sustain learning onclusions about what they learned in	systematically by providing students w	vith multiple ways to learn new things,	practice their learning, question
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	
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		Ι	
			reviewed their answers, instruct			
			each group to share their findings			
ı			to the class.			
h	Discussing new concepts and					
ı	practicing new skills # 2					
П	Developing mastery	Practice: Group Discussion		Text Analysis: The students	Text analysis:	
ı	(leads to Formative Assessment)	Refer to the provided lesson plan		will be asked to analyze the	Refer to the questions in pg 5 of	
				poem. They will do the ff.;	the reference book.	
		Ask them the following:		1. Describe the speaker in the		
		a. What was your experience in		poem in relation to the god	The following literary approaches	
		reading the poem? Was it easy		mention.	will be discussed:	
		or difficult to read? Why? b. What words make it a difficult		What two social classes in conflict are discussed in the	a. Formalism b. Marxism	
		poem?		poem?	c. Structuralism	
		c. What is the tone of the poem?		poem:	d. Post structuralism;	
		How does it sound like?			Deconstruction	
					e. New Historicism	
					f. Feminism	
(Finding practical application of					
	concepts and skills in daily living					
H	H. Making generalizations and					
	abstractions about the lesson					
г	. Evaluating learning		Ask the learners to write an essay to respond to the following questions:	The students will be asked to	Another reading text will be	
			a. What are the details about Cirilo	explain last two lines "Oh, we	presented. Students will be	
			Bautista's life that tells of his background	outlive them all, but there are	asked to critique using the	
			on scientific studies and humanities?	junior gods fast growing tall.	literary approaches discussed.	
			b. Was there a tragedy that happened			
			during the author's lifetime that			
			motivated him to write about this topic?			
			c. 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			
H	Additional activities for application		accordingly,		The students will be reminded of	
,	 Additional activities for application or remediation 				the performance standard to	
	or romodiation				meet at the end of the course.	
7	/. 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	School	Grade	e Level	11/12
DAILY LESSON LOG	Teacher	Learning	g Area	21st Century Literature of the Philippines & the World
	Teaching Dates and Time	Semester/Q	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			and contexts of 21st century Phil	· ·		
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-Id-25); Participate actively in group activity. 	 infer literary meaning from literal language based on usage (EN12Lit-Id-26); Analyze the figures of speech and other literary techniques and devices in the text (EN12Lit-Ie-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. 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;					
	Emerging Literary Genre of the 21 st Century	Elements of Literature	Literary Devices	Figures of SpeechValuing 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					
Teacher's Guide pages	None	None	None	None		
Learner's Materials pages	None	None	None	None		
3. Textbook pages	None	None	None	None		
Additional Materials from Learning Resource (LR)portal	None	None	None	None		

B. Other Learning Resource	You Tube Videos	PowerPoint Presentation	PowerPoint Presentation	PowerPoint Presentation		
, and the second	PowerPoint Presentation	Exercise Sheets	e Sheets Exercise Sheets Exer			
		Reading Texts	YouTube Videos	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, questions are the students with multiple ways to learn new things, practice their learning, questions are the students with multiple ways to learn new things, practice their learning, questions are the students will be activities.					
	their learning processes, and draw c		relation to their life experiences and p	revious knowledge. Indicate the time all	otment 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		
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 21st 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.		
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. socializationc. educationd. cultural growthe. national/economic progress	
Н.	Making generalizations and abstractions about the lesson		The class will then share insights on the lesson discussed.		
l.	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		ssess yourself as a teacher. Think elp your instructional supervisors c		
	No. of learners who earned 80% in the evaluation				
В.	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?				