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 15 – 19, 2024 (WEEK 3)	Quarter:	4TH QUARTER

I. OBJECTIVES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
A. Content Standards	**The Learner. . .** The learner Demonstrates understanding of story elements and text structures for effective oral expression	**The Learner. . .** The learner Demonstrates understanding of story elements and text structures for effective oral expression	**The Learner. . .** The learner demonstrates understanding of concepts of verbs, pronouns, and prepositions in meaningful messages	**The Learner. . .** The learner demonstrates understanding of concepts of verbs, pronouns, and prepositions in meaningful messages	**The Learner. . .** The learners demonstrate understanding of word meaning for correct usage
B. Performance Standards	**The Learner. . .** The learner Correctly identifies elements of literary and informational texts to aid meaning getting	**The Learner. . .** The learner Correctly identifies elements of literary and informational texts to aid meaning getting	**The Learner. . .** The learner Constructs grammatically correct-simple sentences in theme-based conversations using verbs, pronouns, and prepositions	**The Learner. . .** The learner Constructs grammatically correct-simple sentences in theme-based conversations using verbs, pronouns, and prepositions	**The Learner. . .** Sort and Classify familiar words into basic categories (colors, shapes, foods, etc)
C. Learning Competencies/ Objectives Write the LC for each	**EN1LC-IVa-j- 1.1** Listen to short stories/poems Identify the speaker in the story or poem	**EN1LC-IVa-j- 1.1** **Listen to short stories/poems** and Relate story events to one's experience	**EN1G-IVa-e-3.4** Recognize common action words in stories listened to	**EN1G-IVa-e-3.4** Recognize common action words in stories listened to Identify and use simple prepositions in sentences.	**N1V-IVa-e-3** Sort and Classify familiar words into basic categories (colors, shapes, foods, etc)
II. CONTENT					
III. LEARNING RESOURCES					
A. References					
1. Teacher's Guide pages	264-266	266-268	268-269	270-271	272-273
2. Learner's Materials pages	85	86	87	91	92
3. Textbook pages					
B. Other Learning Resources					
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	Introduce the poem : "ROSES ARE RED,VIOLETS ARE BLUE" have the pupils recites the poem.	Introduces the poem " TIME TO RISE" in a class.	Introduce the poem: " to market , to market" Posts words on the board	Introduces the poem " the baby's dance"	Introduce the poem " little boy blue"

	Let them point out the rhyming and non-rhyming words in it.	Pupils recite the poem, and point out the rhyming and non-rhyming words in the poem. -	Allow pupils to point out the rhyming and non-rhyming words in the poem.	Have the pupils recite the poem, and point out the rhyming and non-rhyming words in the poem.	Have the pupils recite the poem and point out the rhyming and non-rhyming words in it
B. Establishing a purpose for the lesson	Teacher: Today, we will identify the details of the story that we read previous days.	Teacher: Today, we will relate the story we read to one's experience.	Teacher: Today , you are going to recognize a preposition.	Teacher: Today, you are going to identify the prepositions in the sentences.	Teacher: Today, we will identify and use simple prepositions in sentences.
C. Presenting examples/instances of the new lesson	Teacher posts a picture of a newscaster and reads a short report about an environmental problem.(landslide) Have the pupils answer the some questions about the news report. (pls. refer to TG on page 264-265)	Play the game " I SPY" Divide the class into two groups Explains the mechanics of the game.	Have the pupils play a game " I spy" Recall the mechanics of the game Choose their group representatives and get them ready to play.	Have the pupils show and tell their homework to the class.	Posts a picture of a group of people living in the desert. Have pupils answer the questions about the pictures and talk about it.
D. Discussing new concept and practicing new skills #1	Have the pupils recall the previous days story. Encourage pupils to say something about the story they heard.	Let the pupils play the game " I spy" after the teacher done with the instructions.	Teacher posts some sentences from the story on the board. Have the pupils reads the sentences and asks them to point out the verbs in each one. (pls. refer to TG on page 269 for the sentences)	Teacher introduces prepositions on-and in and under to the class using real objects and appropriate gestures.	Posts pictures and sentences on the board.
E. Discussing new concepts and practicing new skills #2	The teacher reviews some details about the story. Pause at some parts of the story to ask questions.	Divides the class into two groups with four members each. Have them show and talk about their homework.	Teacher introduces prepositions " IN " and "ON". Teacher will underlines the prepositions in the sentences and explains what prepositions are. (more discussion at TG on page 269)	Show the class a ball and places it on the table. (pls. refer to TG on page 271)	Have the pupils read the sentences given And have them give the correct preposition to complete the sentences. (sentences is at TG on page 273)
F. Developing mastery (Leads to formative assessment)	Read the story again together with the pupils.	Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	Teacher will post a new set of sentences and have the pupils point out the prepositions. (teacher must make own sentences to be posted on the board)	More discussion at TG on page 271 Prepositions "in" "on" under" Encourage each pupil to participate the discussion.	Guide pupils in answering the sentences on the board.

G. Finding practical/ application of concepts and skills in daily living	Teacher ask questions about the story (more discussion on page 265 at TG) group the class into 2 groups and each group will make a character map for the narrator of the story.	Divide the class into two groups: Group 1 : has experienced going to the market Group 2: has not. (instruction is at TG on page 267)	Divide the class into groups Teacher will prepare 5 sentences to each group written in a manila paper. Have each group recognize the prepositions in the given sentences.	Group activity: Have each group give a sentences with using a prepositions IN- ON and UNDER.	Group activity: Divide the class into 3 groups. Each group will make 2 sentences and they must underline the prepositions on their given sentences. Have each group posts their work on the board.
H. Making generalizations and abstractions about the lesson	Ask: Do you know what a narrator is?	Ask: Who among you here have experienced going to the market alone?	Ask: -what is prepositions?	Ask: How do you identify a simple prepositions in the sentence.	Ask: How do you identify simple prepositions in sentences.
I.Evaluating Learning	Circle the bayong that best describes the girl in the story, “market day” (pls. refer to LM on page 85)	Color the picture, then choose among the three places listed below the best place where we can find a fruit stand. circle the answer. (pls. refer to LM on page 86)	Cut the objects found on the next page and paste each either in the box or on the table. Use the sentences s your guide. (pls. refer to LM on page 87- 89)	Draw all the things you see in the classroom under the correct heading. Use the guide below in sharing your ideas to the class. (pls. refer to LM on page 91)	Complete the lines of the characters in the comic strip below with prepositions in, on or under. (pls. refer to LM on page 92)
J. Additional activities for application or remediation	Draw your favorite events in the story.		Draw things you see from the environment that people need to live.	Asks the pupils to show to their family members the exercise about prepositions.	
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 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	*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
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	*The lesson have successfully delivered due to:* ___ pupils' eagerness to learn ___ complete/varied IMs ___ uncomplicated lesson ___ worksheets	*The lesson have successfully delivered due to:* ___ pupils' eagerness to learn ___ complete/varied IMs ___ uncomplicated lesson ___ worksheets	*The lesson have successfully delivered due to:* ___ pupils' eagerness to learn ___ complete/varied IMs ___ uncomplicated lesson ___ worksheets	*The lesson have successfully delivered due to:* ___ pupils' eagerness to learn ___ complete/varied IMs ___ uncomplicated lesson ___ worksheets

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