



**GRADES 1 to 12
DAILY LESSON LOG**

School:		Grade Level:	I
Teacher:		Learning Area:	ENGLISH
Teaching Dates and Time:	Week 2	Quarter:	4TH QUARTER

I. OBJECTIVES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
A. Content Standards	<p>The Learner . . . demonstrates understanding of familiar words used to communicate personal experiences, ideas, thoughts, actions, and feelings</p> <p>demonstrates understanding of familiar literary forms and concept of words in English for effective expression</p> <p>demonstrates understanding of sounds and their meanings for appropriate use of words</p> <p>demonstrates understanding of familiar English words for effective communication</p> <p>demonstrates understanding of word meaning for correct usage</p>	<p>The Learner . . . demonstrates understanding of familiar words used to communicate personal experiences, ideas, thoughts, actions, and feelings</p> <p>demonstrates understanding of familiar literary forms and concept of words in English for effective expression</p> <p>demonstrates understanding of sounds and their meanings for appropriate use of words</p> <p>demonstrates understanding of familiar English words for effective communication</p> <p>demonstrates understanding of word meaning for correct usage</p>	<p>The Learner . . . demonstrates understanding of familiar words used to communicate personal experiences, ideas, thoughts, actions, and feelings</p> <p>demonstrates understanding of familiar literary forms and concept of words in English for effective expression</p> <p>demonstrates understanding of sounds and their meanings for appropriate use of words</p> <p>demonstrates understanding of familiar English words for effective communication</p> <p>demonstrates understanding of word meaning for correct usage</p>	<p>The Learner . . . demonstrates understanding of familiar words used to communicate personal experiences, ideas, thoughts, actions, and feelings</p> <p>demonstrates understanding of familiar literary forms and concept of words in English for effective expression</p> <p>demonstrates understanding of sounds and their meanings for appropriate use of words</p> <p>demonstrates understanding of familiar English words for effective communication</p> <p>demonstrates understanding of word meaning for correct usage</p>	<p>The Learner . . . demonstrates understanding of familiar words used to communicate personal experiences, ideas, thoughts, actions, and feelings</p> <p>demonstrates understanding of familiar literary forms and concept of words in English for effective expression</p> <p>demonstrates understanding of sounds and their meanings for appropriate use of words</p> <p>demonstrates understanding of familiar English words for effective communication</p> <p>demonstrates understanding of word meaning for correct usage</p>
B. Performance Standards	<p>The Learner . . . Shares/express personal ideas, thoughts, actions, and feelings using familiar words</p> <p>participates actively in different oral activities</p> <p>manipulates skilfully the sounds in words to express meaning</p> <p>uses basic vocabulary to independently express ideas about personal, home, school and community experiences</p>	<p>The Learner . . . Shares/express personal ideas, thoughts, actions, and feelings using familiar words</p> <p>participates actively in different oral activities</p> <p>manipulates skilfully the sounds in words to express meaning</p> <p>uses basic vocabulary to independently express ideas about personal, home, school and community experiences</p>	<p>The Learner . . . Shares/express personal ideas, thoughts, actions, and feelings using familiar words</p> <p>participates actively in different oral activities</p> <p>manipulates skilfully the sounds in words to express meaning</p> <p>uses basic vocabulary to independently express ideas about personal, home, school and community experiences</p>	<p>The Learner . . . Shares/express personal ideas, thoughts, actions, and feelings using familiar words</p> <p>participates actively in different oral activities</p> <p>manipulates skilfully the sounds in words to express meaning</p> <p>uses basic vocabulary to independently express ideas about personal, home, school and community experiences</p>	<p>The Learner . . . Shares/express personal ideas, thoughts, actions, and feelings using familiar words</p> <p>participates actively in different oral activities</p> <p>manipulates skilfully the sounds in words to express meaning</p> <p>uses basic vocabulary to independently express ideas about personal, home, school and community experiences</p>

	correctly uses familiar words in speaking activities	correctly uses familiar words in speaking activities	correctly uses familiar words in speaking activities	correctly uses familiar words in speaking activities	correctly uses familiar words in speaking activities
C. Learning Competencies/ Objectives Write the LC for each	EN1PA-IVc-e-2.4 Supply rhyming words in response to spoken words EN1OL-IVa-j-1.3 Talk about pictures presented using appropriate local terminologies with ease and confidence EN1LC-IVa-j- 1.1 Listen to short stories/poems	EN1LC-IVa-j- 1.1 Listen to short stories/poems and Infer the character feelings and traits Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	EN1OL-IIIa-j- 1.1 Listen to short stories/poems and identify cause and/or effect of events	EN1G-IVa-e-3.4 Recognize common action words in stories listened to	EN1G-IVa-e-3.4 Recognize common describing words in stories listened to
II. CONTENT					
III. LEARNING RESOURCES					
A. References					
1. Teacher’s Guide pages	242-245	245-248	248-250	251-253	253-255
2. Learner’s Materials pages	80	81	82	83	84
3. Textbook pages					
B. Other Learning Resources					
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	Introduce the poem : “Little things” have the pupils recites the poem. Let them choose the words from the list that rhyme.	Let pupils recite the poem: “little things”. Posts a new words on the board Let the pupils choose words from the list that rhyme with the highlighted words in the poem. -	Introduce the poem: “ if all the world were paper”. Posts words on the board Allow pupils to choose words from the list that rhyme.	Let the pupils recite the poem “TREES” -encourage pupils to choose the list of words that rhymes.	Introduce the song” bingo” Post a the lyrics of the song on the board. Encourage each pupil to list a words that rhymes.
B. Establishing a purpose for the lesson	Teacher: Today, you will listen to a story entitled” a day in the market” and to recognize the rhyming words.	Teacher: Today, you will listen a second part of a story and to identify the adjective in a sentence.	Teacher: Today , you are expected to recognize the cause and effect of the events.	Teacher: Today, you are going to identify the action words.	Teacher: Today, we will review the concept of adjective or a describing words.
C. Presenting examples/instances of the new lesson	Uses a picture to tell the story “a day in the market” Posting each picture	Teacher posts picture on the board Pupils will answer the questions and have an sharing experiences. (pls. refer to TG on page)	Teacher posts picture on the board. Pupils answer the questions about the picture and talk about it.	Teacher posts a picture on the board. (pls. refer to TG on page 252) pupils will answer the questions	Posts a picture on the board (pls. refer to TG on page 254 for picture ref.)

					have the pupils answer the questions
D. Discussing new concept and practicing new skills #1	<p>Ask: what do you think is the story all about?</p> <p>Raising of motive questions. Encourage pupils to ask questions about what they want to know in the story.</p>	<p>Teacher asks the pupils to recall the events of the story that they heard.</p> <p>Ask some questions from the first part of the story.</p> <p>Encourage pupils to answer the question correctly.</p>	Teacher asks pupils to give a summary of the second part of the story.	<p>Teacher reviews on the concept of action words.</p> <p>Explain and discuss that like nouns and adjectives, action words also have names. (pls. refer to TG on page 252)</p>	<p>Teacher reviews the concept of adjectives.</p> <p>Posts some sentences from the story “ a day in the market”</p>
E. Discussing new concepts and practicing new skills #2	<p>The teacher reads the story to the pupils from pages 1 to 9 using predictive questions, to make reading interactive.</p> <p>Pause at some parts of the story to ask questions.</p>	<p>Teacher will continue to read the second part of the story pages 10-21 using predictive questions, to make reading interactive.</p> <p>Pause at some parts of the story to ask questions.</p>	<p>Teacher will continue to read the third part of the story from pages 22- 29 using predictive questions, to make reading interactive.</p> <p>Pause at some parts of the story to ask questions.</p>	<p>Posts sentences from the story “ a day in the market” on the board.</p> <p>Teacher read first the sentences</p> <p>Let pupils read the sentences together (sentences is in the TG on page 252)</p>	Have the pupils read the sentences given
F. Developing mastery (Leads to formative assessment)	<p>Read the story again together with the pupils.</p> <p>Ask comprehension questions about the story.</p>	<p>Read the story again together with the pupils.</p> <p>Ask comprehension questions about the story.</p>	Read the story again together with the pupils.	Call each pupil to point out the verbs in the sentences.	<p>Call by pair to underline the adjectives in the given sentences.</p> <p>Encourage each pair to do the task.</p>
G. Finding practical/ application of concepts and skills in daily living	Call pupils to answer the questions posted on the board. (pls. refer to TG on page 244)	Encourage each pupil to answer the questions.	Ask comprehension questions about the story (pls. refer to TG)	Encourage each pupil to participate the discussion.	<p>Group activity:</p> <p>Divide the class into 3 groups.</p> <p>Each group will make 2 sentences and they must underline the adjectives on their given sentences.</p> <p>Have each group posts their work on the board.</p>
H. Making generalizations and abstractions about the lesson		<p>Asks questions about the second part of the story.</p> <p>Teacher write the new words on the board.</p>	<p>Ask:</p> <p>-what is the story all about?</p> <p>-what lesson did you learn from the story?</p>	<p>Ask:</p> <p>What is action words?</p> <p>How do you identify verbs in the sentences?</p>	<p>Ask:</p> <p>How do you identify adjectives?</p>

		Teacher unlocks the meaning of the new words in the story.			
I. Evaluating Learning	Draw a line to match rhyming words. (pls. refer to LM on page 80)	Circle the correct answer in the box. (pls. refer to LM on page 81)	Draw a line to match each cause with the correct effect. (pls. refer to LM on page 82)	Circle the correct action word for each picture. (pls. refer to LM on page 83)	Draw a line to match each picture with the correct describing word. (pls. refer to LM on page 84)
J. Additional activities for application or remediation	Asks pupils to draw a picture of the market in their community.	share the second part of the story to their families.	retell the last part of the story to their families.	Write two verbs in your notebook.	Write two adjectives in your notebook.
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?	<i>Strategies used that work well:</i> ___ 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 <i>Why?</i> ___ Complete IMs ___ Availability of Materials	<i>Strategies used that work well:</i> ___ 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 <i>Why?</i> ___ Complete IMs ___ Availability of Materials	<i>Strategies used that work well:</i> ___ 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 <i>Why?</i> ___ Complete IMs ___ Availability of Materials	<i>Strategies used that work well:</i> ___ 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 <i>Why?</i> ___ Complete IMs ___ Availability of Materials	<i>Strategies used that work well:</i> ___ 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 <i>Why?</i> ___ Complete IMs ___ Availability of Materials

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F. What difficulties did I encounter which my principal or supervisor can help me solve?	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works <i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works <i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works <i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works <i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works <i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?	<i>The lesson have successfully delivered due to:</i> <input type="checkbox"/> pupils' eagerness to learn <input type="checkbox"/> complete/varied IMs <input type="checkbox"/> uncomplicated lesson <input type="checkbox"/> worksheets <input type="checkbox"/> varied activity sheets <i>Strategies used that work well:</i> <input type="checkbox"/> Group collaboration <input type="checkbox"/> Games <input type="checkbox"/> Solving Puzzles/Jigsaw <input type="checkbox"/> Answering preliminary activities/exercises <input type="checkbox"/> Carousel <input type="checkbox"/> Diads <input type="checkbox"/> Think-Pair-Share (TPS) <input type="checkbox"/> Rereading of Paragraphs/Poems/Stories <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Role Playing/Drama <input type="checkbox"/> Discovery Method <input type="checkbox"/> Lecture Method <i>Why?</i> <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials	<i>The lesson have successfully delivered due to:</i> <input type="checkbox"/> pupils' eagerness to learn <input type="checkbox"/> complete/varied IMs <input type="checkbox"/> uncomplicated lesson <input type="checkbox"/> worksheets <input type="checkbox"/> varied activity sheets <i>Strategies used that work well:</i> <input type="checkbox"/> Group collaboration <input type="checkbox"/> Games <input type="checkbox"/> Solving Puzzles/Jigsaw <input type="checkbox"/> Answering preliminary activities/exercises <input type="checkbox"/> Carousel <input type="checkbox"/> Diads <input type="checkbox"/> Think-Pair-Share (TPS) <input type="checkbox"/> Rereading of Paragraphs/Poems/Stories <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Role Playing/Drama <input type="checkbox"/> Discovery Method <input type="checkbox"/> Lecture Method <i>Why?</i> <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials	<i>The lesson have successfully delivered due to:</i> <input type="checkbox"/> pupils' eagerness to learn <input type="checkbox"/> complete/varied IMs <input type="checkbox"/> uncomplicated lesson <input type="checkbox"/> worksheets <input type="checkbox"/> varied activity sheets <i>Strategies used that work well:</i> <input type="checkbox"/> Group collaboration <input type="checkbox"/> Games <input type="checkbox"/> Solving Puzzles/Jigsaw <input type="checkbox"/> Answering preliminary activities/exercises <input type="checkbox"/> Carousel <input type="checkbox"/> Diads <input type="checkbox"/> Think-Pair-Share (TPS) <input type="checkbox"/> Rereading of Paragraphs/Poems/Stories <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Role Playing/Drama <input type="checkbox"/> Discovery Method <input type="checkbox"/> Lecture Method <i>Why?</i> <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials	<i>The lesson have successfully delivered due to:</i> <input type="checkbox"/> pupils' eagerness to learn <input type="checkbox"/> complete/varied IMs <input type="checkbox"/> uncomplicated lesson <input type="checkbox"/> worksheets <input type="checkbox"/> varied activity sheets <i>Strategies used that work well:</i> <input type="checkbox"/> Group collaboration <input type="checkbox"/> Games <input type="checkbox"/> Solving Puzzles/Jigsaw <input type="checkbox"/> Answering preliminary activities/exercises <input type="checkbox"/> Carousel <input type="checkbox"/> Diads <input type="checkbox"/> Think-Pair-Share (TPS) <input type="checkbox"/> Rereading of Paragraphs/Poems/Stories <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Role Playing/Drama <input type="checkbox"/> Discovery Method <input type="checkbox"/> Lecture Method <i>Why?</i> <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials	<i>The lesson have successfully delivered due to:</i> <input type="checkbox"/> pupils' eagerness to learn <input type="checkbox"/> complete/varied IMs <input type="checkbox"/> uncomplicated lesson <input type="checkbox"/> worksheets <input type="checkbox"/> varied activity sheets <i>Strategies used that work well:</i> <input type="checkbox"/> Group collaboration <input type="checkbox"/> Games <input type="checkbox"/> Solving Puzzles/Jigsaw <input type="checkbox"/> Answering preliminary activities/exercises <input type="checkbox"/> Carousel <input type="checkbox"/> Diads <input type="checkbox"/> Think-Pair-Share (TPS) <input type="checkbox"/> Rereading of Paragraphs/Poems/Stories <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Role Playing/Drama <input type="checkbox"/> Discovery Method <input type="checkbox"/> Lecture Method <i>Why?</i> <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials

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