

GRADES 1 TO 12 DAILY LESSON LOG	SCHOOL	Tondol National High School	GRADE LEVEL	12- Frost
	TEACHER	Carl John C. Carolino	LEARNING AREA	Creative Writing
	TEACHING DATES AND TIME	September 5-9, 2022/ 12:45-2:45 PM Tuesdays and Thursdays	QUARTER	1/ Week 4

	SESSION 1	SESSION 2	SESSION 3	SESSION 4
I.OBJECTIVES	Objectives must be met over the week and connected to the curriculum standards. To meet the objectives, necessary procedures must be followed and if needed, additional lessons, exercises and remedial activities may be done for developing content knowledge and competencies. These are assessed using Formative Assessment strategies. Valuing objectives support the learning of content and competencies and enable to find significance and joy in learning the lessons. Weekly objectives shall be derived from the curriculum guides.			
A.Content Standards	The learners have an understanding of poetry as a genre and how to analyze its elements and techniques.			
B.Performance Standards	The learners shall be able to produce a short, well-crafted poem			
C.Learning Competencies/Objectives Write the LC Code for each	Identify the various elements, techniques, and literary devices in specific forms of poetry (HUMSS CW/MP11/12cf-6)	Identify the various elements, techniques, and literary devices in specific forms of poetry (HUMSS CW/MP11/12cf-6)	Identify the various elements, techniques, and literary devices in specific forms of poetry (HUMSS CW/MP11/12cf-6)	Identify the various elements, techniques, and literary devices in specific forms of poetry (HUMSS CW/MP11/12cf-6)
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.			
	Experimental Forms of Poetry	Experimental Forms of Poetry	Experimental Forms of Poetry	Experimental Forms of Poetry
III.LEARNING RESOURCES	List the materials to be used in different days. Varied sources of materials sustain children's interest in the lesson and in learning. Ensure that there is a mix of concrete and manipulative materials as well as paper- based materials. Hands- on learning promotes concept development.			
A.References				
1.Teacher's Guides/Pages				
2.Learner's Materials Pages				
3.Textbook Pages				
4.Additional Materials from Learning Resources (LR) portal				
B.Other Learning Resources	https://www.masterclass.com/articles/concrete-poetry https://poets.org/text/brief-guide-concrete-poetry https://poets.org/poem/r-p-o-p-h-e-s-s-g-r	https://www.masterclass.com/articles/understanding-prose-poetry https://silverbirchpress.wordpress.com/2015/04/21/me-dinosaur-a-prose-poem-by-christopher-ryan-me-as-a-child-poetry-series/	https://www.languagehumanities.org/what-is-performance-poetry.htm https://www.youtube.com/watch?v=oxSjJ71jmk	https://www.masterclass.com/articles/concrete-poetry https://poets.org/text/brief-guide-concrete-poetry https://poets.org/poem/r-p-o-p-h-e-s-s-g-r
IV.PROCEDURES	These steps should be done across the week. Spread out the activities appropriately so that students will learn well. Always be guided by demonstration of learning by the students which you can infer from formative assessment activities. Sustain learning systematically by providing students with multiple ways to learn new things, practice			

	their learning processes, and draw conclusions about what they learned in relation to their life experiences and previous knowledge, indicate the time allotment for each step.			
A.Reviewing previous lesson or presenting the new lesson	Ask the learners about the previous lesson.	The class will recall shape poetry.	Review the learners about prose poem.	Review the learners about performance poetry.
B.Establishing a purpose for the lesson	The learners will do <i>Trees</i> Reimagine activity. Directions: The learners need to write the poem “Trees” by Joyce Kilmer with the lines shaping a tree.	Ask the learners what they know about dinosaurs.	Like a Pageant Queen Activity Direction: The learners will answer this question asked by Boy Abunda in a pageant: When is it okay not to be okay? And when is it okay not to be okay?	
C.Presenting examples/instances of the new lesson	Ask the learners if they appreciate a poem if it is written the way they wrote it in the activity.	The class will read “Me, Dinosaur” by Christopher Ryan. There will be analysis about its content particularly its form.	The learners will watch the spoken word poetry entitled <i>I’m Okay</i> .	
D.Discussing new concepts and practicing new skills #1	Discuss typography/ shape poetry.	Discuss prose poem.	Discuss spoken word poetry.	
E.Discussing new concepts and practicing new skills #2	Present “Swan and Shadow” by John Hollander. The class will analyze it.	Present “Tender Objects” by Gertrude Stein. The class will analyze it.	The learners will analyze “If I Should Have a Daughter” by Sarah Key.	
F.Developing mastery (Leads to formative assessment)	The learners will give their analysis of the poem “r-p-o-p-h-e-s-s-a-g-r” by e.e. cummings.			The learners will create shape poems.
G.Finding practical/applications of concepts and skills in daily living	Ask the learners how typography or shape form can help them appreciate art.	Ask the learners how prose poem can help them to distinguish forms of information.	Ask the learners how spoken word poetry can help them to be confident to speak in public.	
H. Making generalizations and abstractions about the lesson	The learners will give their takeaway in the session.	The learners will give their takeaway in the session.	The learners will give their takeaway in the session.	The learners will present their outputs.
I.Evaluating Learning				The class will plan about the poetry festival to be conducted as performance task.
J.Additional activities for application or remediation				
V.REMARKS				
VI.REFLECTION	Reflect on your teaching and assess yourself as a teacher. Think about your students, progress this week. What works? What else needs to be done to help the students learn? Identify what help your instructional supervisors can provide for you so when you meet them, you can ask relevant questions.			
A.No. of learners who earned 80% of the formative assessment				

B.No. of learners who require additional activities to remediation				
C.Did the remedial lessons work? No. of learners who have caught up with the lesson				
D.No. of learners who continue to require remediation				
E.Which of my teaching strategies worked well? Why did these work?				
F.What difficulties did I encounter which my principal or supervisor can help me solve?				
G.What innovation or localized material did I use/discover which I wish to share with other teachers?				

Prepared by:

Checked and Noted:

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