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| DAILY  LESSON LOG | **School** : | | | **Grade Level** : GRADE-I | |
| **Teacher** : | | | **Learning Area** : ENGLISH | |
| **Teaching Dates and Time** : WEEK-I | | | **Quarter** : Third Quarter/Week-1 | |
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| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |

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| **3RD QUARTER** |  |  |  |  |  |
| **I.OBJECTIVE**   1. **Content Standard** | Demonstrates understanding of useful strategies for purposeful literacy | Demonstrates understanding of useful strategies for purposeful literacy | Demonstrates understanding of useful strategies for purposeful literacy | Demonstrates understanding of useful strategies for purposeful literacy | Demonstrates understanding of useful strategies for purposeful literacy |
| 1. **Performance Standard** | Uses strategies independently in accomplishing literacy-related task | Uses strategies independently in accomplishing literacy-related task | Uses strategies independently in accomplishing literacy-related task | Uses strategies independently in accomplishing literacy-related task | Uses strategies independently in accomplishing literacy-related task |
| 1. **Learning Competencies/ Objectives** | Note important details pertaining to character, setting and events | Use/respond appropriately to polite expressions | Recognize rhyming words in nursery rhymes, poems, songs heard | Recognize sentences and non-sentences | Use words that are related to self, family, school, community and concepts such as the names of colors, shapes, and numbers. |
| **Write the Code for each** | **ENILC—IIIa-j-1.1** | EN1OL-IIIaaE-1.5.1 | EN1PA-111a-e-2.2 | EN1G-111a-e-1 | ENIV-IIIa-e-5 |
| **II. CONTENT:**  **SUBJECT MATTER** | NOTING DETAILS | GREETINGS | RECOGNIZING RHYMING WORDS | RECOGNIZING SENTENCES AND NON-SENTENCES | USING WORDS RELATED TO SELF, FAMILY, SCHOOL AND COMMUNITY |
| **LEARNING RESOURCES:**  Teacher’s Guide/Manual  Learner’s material, Textbook  Addl. Material (LR) portal | TM page \_\_\_  LM page  Text book page : BEAM ENG1  Module 8  TG page\_\_\_\_\_\_\_\_\_  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | TM page \_\_\_  LM page------ Page-37  Text book page: BEAM ENGI  Module-I  TG page: 144-145  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | TM page \_\_\_  LM page \_\_\_\_ Eng. 2 p.41-42  Text book page \_\_\_\_\_ BEAM ENGI  Module-5  TG page\_\_\_\_\_\_\_\_\_144-145  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | TM page \_\_\_  LM page \_\_\_\_  Text book page \_\_\_\_\_ BEAM ENGI  Module-8  TG page\_\_\_\_\_\_\_\_\_  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | TM page \_\_\_  LM page \_\_\_\_  Text book page \_\_\_\_\_Eng. Expressways p. 12-13, 33-34  TG page\_\_\_\_\_\_\_\_\_  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **III PROCEDURES:**  REVIEW / DRILL (Reviewing past lesson) | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game |
| MOTIVATION (Establishing a purpose of the lesson) | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions |
| PRESENTATION (Presenting examples/ Instances of the new lesson) | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading |
| DISCUSSION # 1(Discussing new concepts and practicing new skills) | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ |
| DISCUSSION # 2(Discussing new concepts and practicing new skills) | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ |
| DEVELOPING MASTERY (Formative Assessment) | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet |
| VALUES FORMATION/ INTEGRATION:(Finding practical Applications of concepts and skills in daily  living ) | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ |
| GENERALIZATION:(Abstraction about the lesson | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ |
| **IV.EVALUATION:**  (Evaluating learning) | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making |
| **V.ASSIGNMENT/AGREEMENT:** (Additional activities for remediation/ application) | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing |
| **VI. REMARKS:** | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets |
| **VII. REFLECTION:**  No. Of learners who earned 80% on the formative assessment | \_\_\_ 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 |
| No. 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 | \_\_\_ of Learners who require additional activities for remediation |
| Did the remedial lesson work? No. of learners who 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 |
| 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 |
| Which of my teaching strategies work well? Why did this 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 |
| What difficulties did I encounter which my Principal/ 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 | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works |
| What innovation or localized materials did I used/ discover which I wish to share with other teachers? | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition |

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| DAILY  LESSON LOG | **School :** | | | **Grade Level** : **GRADE-I** | |
| **Teacher**  : | | | **Learning Area** : **ENGLISH** | |
| **Teaching Dates and Time** : **WEEK-2** | | | **Quarter** : **THIRD QUARTER** | |
|  | | | | |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Date:** |  |  |  |  |  |
| **I.OBJECTIVE**   1. **Content Standard** | Demonstrates understanding  Of useful strategies for purposeful literacy learning. | Demonstrates understanding  Of useful strategies for purposeful literacy learning. | Demonstrates understanding  Of useful strategies for purposeful literacy learning. | Demonstrates understanding  Of useful strategies for purposeful literacy learning. | Demonstrates understanding  Of useful strategies for purposeful literacy learning. |
| 1. **Performance Standard** | Uses strategies independently in accomplishing literacy- related tasks | Demonstrates understanding  Of useful strategies for purposeful literacy learning. | Demonstrates understanding  Of useful strategies for purposeful literacy learning. | Demonstrates understanding  Of useful strategies for purposeful literacy learning. | Demonstrates understanding  Of useful strategies for purposeful literacy learning. |
| 1. **Learning Competencies/ Objectives** | Give the correct sequence of three events | Use/respond appropriately to polite expressions | Give the number of syllables of given words | Recognize simple sentences | Use words that are related to self, family, school and community |
| **II. CONTENT:**  SUBJECT MATTER | SEQUENCING EVENTS | LEAVE TAKINGS | SYLLABLES | SIMPLE SENTENCES | USING WORDS RELATED TO SELF, FAMILY, SCHOOL AND COMMUNITY |
| **Write the Code for each** | **ENILC—IIIa-j-1.1** | ENIOL-IIIa-e-1.5 | ENIPA-IIIa-b-3.1 | ENIG-IIIa-e-1 | ENIV-IIIa-e-5 |
| **LEARNING RESOURCES:**  Teacher’s Guide/Manual  Learner’s material, Textbook  Addl. Material (LR) portal | TM page \_\_\_  LM page \_\_\_\_  Text book page \_\_\_\_UnionBank Eng. Grade-2. Unit I-Lesson 6,13,19,20,21.  BEAM ENG.I Module 9  TG page\_\_\_\_\_\_\_\_\_  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | TM page \_\_\_  LM page \_\_\_\_  Text book page \_\_\_BEAM Eng.I Module-I  TG page\_\_\_\_\_\_\_\_\_  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | TM page \_\_\_  LM page \_\_\_\_ Eng.2 page 299  Text book page \_\_\_\_\_  TG page\_\_\_\_Eng.2 p. 157  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | TM page \_\_\_  LM page \_\_\_\_ Eng.2 p.173-176  Text book page \_\_Ler’s Begin Reading in Eng.2pp.373-374  TG page\_\_\_\_\_Eng.2 p.173  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | TM page \_\_\_  LM page \_\_\_\_ Eng.2 pp.75-80  Text book page \_\_\_Eng. Expresways pp.12-13  TG page\_\_\_Eng.2 pp.51-52  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **III PROCEDURES:**  REVIEW / DRILL (Reviewing past lesson) | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game |
| MOTIVATION (Establishing a purpose of the lesson) | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions |
| PRESENTATION (Presenting examples/ Instances of the new lesson) | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading |
| DISCUSSION # 1(Discussing new concepts and practicing new skills) | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ |
| DISCUSSION # 2(Discussing new concepts and practicing new skills) | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ |
| DEVELOPING MASTERY (Formative Assessment) | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet |
| VALUES FORMATION/ INTEGRATION:(Finding practical Applications of concepts and skills in daily  living ) | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ |
| GENERALIZATION:(Abstraction about the lesson | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ |
| **IV.EVALUATION:**  (Evaluating learning) | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making |
| **V.ASSIGNMENT/AGREEMENT:** (Additional activities for remediation/ application) | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing |
| **VI. REMARKS:** | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets |
| **VII. REFLECTION:**  No. Of learners who earned 80% on the formative assessment | \_\_\_ 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 |
| No. 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 | \_\_\_ of Learners who require additional activities for remediation |
| Did the remedial lesson work? No. of learners who 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 |
| 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 |
| Which of my teaching strategies work well? Why did this 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 |
| What difficulties did I encounter which my Principal/ 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 | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works |
| What innovation or localized materials did I used/ discover which I wish to share with other teachers? | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition |

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| DAILY  LESSON LOG | **School** : | | | **Grade Level : GRADE-I** | |
| **Teacher** : | | | **Learning Area : ENGLISH** | |
| **Teaching Dates and Time** : **WEEK-3** | | | **Quarter** : **THIRD QUARTER** | |
|  | | | | |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Date:** |  |  |  |  |  |
| **I.OBJECTIVE**   1. **Content Standard** | Demonstrates understanding of useful strategies for purposeful literacy | Demonstrates understanding of useful strategies for purposeful literacy | Demonstrates understanding of useful strategies for purposeful literacy | Demonstrates understanding of useful strategies for purposeful literacy | Demonstrates understanding of useful strategies for purposeful literacy |
| 1. **Performance Standard** | Uses strategies independently in accomplishing literacy-related task | Uses strategies independently in accomplishing literacy-related task | Uses strategies independently in accomplishing literacy-related task | Uses strategies independently in accomplishing literacy-related task | Uses strategies independently in accomplishing literacy-related task |
| 1. **Learning Competencies/ Objectives** | Infer the character feelings and traits | Use /respond appropriately to polite expressions | Give the number of syllables of given words | Recognize simple sentences | Use words that are related to self, family, school, community and concepts such as the names for colors, shapes and numbers |
| **Write the LC Code for each** | **ENILC—IIIa-j-1.1** | EN1OL-IIIc--1.5.3 | EN1PA-111a-b-3.1 | EN1G-111a-1.1 | ENIV-IIIa-e-5 |
| **II. CONTENT:**  **SUBJECT MATTER** | INFERING CHARACTER TRAITS | EXPRESSING GRATITUDE AND APOLOGY | SYLLABLES | RECOGNIZING SIMPLE SENTENCES | USING WORDS RELATED TO SELF, FAMILY, SCHOOL AND COMMUNITY |
| **LEARNING RESOURCES:**  Teacher’s Guide/Manual  Learner’s material, Textbook  Addl. Material (LR) portal | TM page \_\_\_  LM page  Text book page \_\_\_\_\_UnionBank Eng. Grade-2, Unit 2, lesson 3,7,8,32,39  TG page\_\_\_\_\_Eng.2 lesson 3,7,8,32,39  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | TM page \_\_\_  LM page \_\_\_\_  Text book page \_\_\_\_\_BEAM ENG.I  Module I  TG page\_\_\_\_\_\_\_\_\_  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | TM page \_\_\_  LM page \_\_\_\_  Text book page \_\_\_\_\_ Eng.2 page 299  TG page\_\_\_\_\_\_\_\_\_ Eng.2 p. 157  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | TM page \_\_\_  LM page \_\_\_\_ Eng.2 p.173-176  Text book page \_\_Ler’s Begin Reading in Eng.2pp.373-374  TG page\_\_\_\_\_Eng.2 p.173  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | LM page \_\_\_\_ Eng.2 pp.75-80  Text book page \_\_\_Eng. Expresways pp.12-13  TG page\_\_\_Eng.2 pp.51-52  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **III PROCEDURES:**  REVIEW / DRILL (Reviewing past lesson) | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game |
| MOTIVATION (Establishing a purpose of the lesson) | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions |
| PRESENTATION (Presenting examples/ Instances of the new lesson) | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading |
| DISCUSSION # 1(Discussing new concepts and practicing new skills) | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ |
| DISCUSSION # 2(Discussing new concepts and practicing new skills) | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ |
| DEVELOPING MASTERY (Formative Assessment) | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet |
| VALUES FORMATION/ INTEGRATION:(Finding practical Applications of concepts and skills in daily  living ) | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ |
| GENERALIZATION:(Abstraction about the lesson | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ |
| **IV.EVALUATION:**  (Evaluating learning) | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making |
| **V.ASSIGNMENT/AGREEMENT:** (Additional activities for remediation/ application) | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing |
| **VI. REMARKS:** | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets |
| **VII. REFLECTION:**  No. Of learners who earned 80% on the formative assessment | \_\_\_ 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 |
| No. 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 | \_\_\_ of Learners who require additional activities for remediation |
| Did the remedial lesson work? No. of learners who 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 |
| 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 |
| Which of my teaching strategies work well? Why did this 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 |
| What difficulties did I encounter which my Principal/ 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 | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works |
| What innovation or localized materials did I used/ discover which I wish to share with other teachers? | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition |

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| DAILY  LESSON LOG | **School** : | | | **Grade Level : GRADE-I** | |
| **Teacher** : | | | **Learning Area : ENGLISH** | |
| **Teaching Dates and Time** : **WEEK-4** | | | **Quarter** : **THIRD QUARTER** | |
|  | | | | |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |

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| --- | --- | --- | --- | --- | --- |
| **Date:** |  |  |  |  |  |
| **I.OBJECTIVE**   1. **Content Standard** | Demonstrates understanding of useful strategies for purposeful literacy | Demonstrates understanding of useful strategies for purposeful literacy | Demonstrates understanding of useful strategies for purposeful literacy | Demonstrates understanding of useful strategies for purposeful literacy | Demonstrates understanding of useful strategies for purposeful literacy |
| 1. **Performance Standard** | Uses strategies independently in accomplishing literacy-related task | Uses strategies independently in accomplishing literacy-related task | Uses strategies independently in accomplishing literacy-related task | Uses strategies independently in accomplishing literacy-related task | Uses strategies independently in accomplishing literacy-related task |
| 1. **Learning Competencies/ Objectives** | Identify cause and/or effect of events | Use /respond appropriately to polite expressions | Give the number of syllables of given words | Recognize telling and asking sentences | Use words that are related to self, family, school, community and concepts such as the names for colors, shapes and numbers |
| **Write the LC Code for each** | **ENILC—IIIa-j-1.1** | EN1OL-IIId--1.5.4 | EN1PA-111a-b-3.1 | EN1G-111c-1.3, ENIG-IIIe 1.3 | ENIV-IIIa-e-5 |
| **II. CONTENT:**  **SUBJECT MATTER** | IDENTIFYING CAUSE AND EFFECT | ASKING PERMISSION | SYLLABLES | RECOGNIZING TELLING AND ASKING SENTENCES | USING WORDS RELATED TO SELF, FAMILY, SCHOOL AND COMMUNITY |
| **LEARNING RESOURCES:**  Teacher’s Guide/Manual  Learner’s material, Textbook  Addl. Material (LR) portal | TM page \_\_\_  LM page  Text book page \_\_\_\_\_UnionBank Eng. Grade-2, Unit 3, lesson 26  TG page\_\_\_\_\_Eng.2 lesson 3,7,8,32,39  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | TM page \_\_\_  LM page \_\_\_\_  Text book page \_\_\_\_\_BEAM ENG.I  Module I  TG page\_\_\_\_\_\_\_\_\_  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | TM page \_\_\_  LM page \_\_\_\_  Text book page \_\_\_\_\_ Eng.2 page 299  TG page\_\_\_\_\_\_\_\_\_ Eng.2 p. 157  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | TM page \_\_\_  LM page \_\_\_\_ Eng.2 p.96-98  Text book page \_\_Ler’s Begin Reading in Eng.2pp.6,10  TG page\_\_\_\_\_Eng.2 p.173  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | LM page \_\_\_\_ Eng.2 pp.75-80  Text book page \_\_\_Eng. Expresways pp.12-13  TG page\_\_\_Eng.2 pp.51-52  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **III PROCEDURES:**  REVIEW / DRILL (Reviewing past lesson) | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game |
| MOTIVATION (Establishing a purpose of the lesson) | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions |
| PRESENTATION (Presenting examples/ Instances of the new lesson) | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading |
| DISCUSSION # 1(Discussing new concepts and practicing new skills) | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ |
| DISCUSSION # 2(Discussing new concepts and practicing new skills) | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ |
| DEVELOPING MASTERY (Formative Assessment) | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet |
| VALUES FORMATION/ INTEGRATION:(Finding practical Applications of concepts and skills in daily  living ) | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ |
| GENERALIZATION:(Abstraction about the lesson | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ |
| **IV.EVALUATION:**  (Evaluating learning) | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making |
| **V.ASSIGNMENT/AGREEMENT:** (Additional activities for remediation/ application) | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing |
| **VI. REMARKS:** | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets |
| **VII. REFLECTION:**  No. Of learners who earned 80% on the formative assessment | \_\_\_ 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 |
| No. 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 | \_\_\_ of Learners who require additional activities for remediation |
| Did the remedial lesson work? No. of learners who 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 |
| 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 |
| Which of my teaching strategies work well? Why did this 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 |
| What difficulties did I encounter which my Principal/ 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 | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works |
| What innovation or localized materials did I used/ discover which I wish to share with other teachers? | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition |

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| DAILY  LESSON LOG | **School** : | | | **Grade Level : GRADE-I** | |
| **Teacher** : | | | **Learning Area : ENGLISH** | |
| **Teaching Dates and Time** : **WEEK-5** | | | **Quarter** : **THIRD QUARTER** | |
|  | | | | |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |

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| --- | --- | --- | --- | --- | --- |
| **Date:** |  |  |  |  |  |
| **I.OBJECTIVE**   1. **Content Standard** | Demonstrates understanding of useful strategies for purposeful literacy | Demonstrates understanding of useful strategies for purposeful literacy | Demonstrates understanding of useful strategies for purposeful literacy | Demonstrates understanding of useful strategies for purposeful literacy | Demonstrates understanding of useful strategies for purposeful literacy |
| 1. **Performance Standard** | Uses strategies independently in accomplishing literacy-related task | Uses strategies independently in accomplishing literacy-related task | Uses strategies independently in accomplishing literacy-related task | Uses strategies independently in accomplishing literacy-related task | Uses strategies independently in accomplishing literacy-related task |
| 1. **Learning Competencies/ Objectives** | Identify the speaker in the story or poem | Use /respond appropriately to polite expressions | Give the number of syllables of given words | Recognize telling and asking sentences | Use words that are related to self, family, school, community and concepts such as the names for colors, shapes and numbers |
| **Write the LC Code for each** | **ENILC—IIIa-j-1.1** | EN1OL-IIIe--1.5.5 | EN1PA-111a-b-3.1 | EN1G-111c-1.3, ENIG-IIIe 1.3 | ENIV-IIIa-e-5 |
| **II. CONTENT:**  **SUBJECT MATTER** | IDENTIFYING SPEAKER IN THE STORY | OFFERING HELP | SYLLABLES | RECOGNIZING TELLING AND ASKING SENTENCES | USING WORDS RELATED TO SELF, FAMILY, SCHOOL AND COMMUNITY |
| **LEARNING RESOURCES:**  Teacher’s Guide/Manual  Learner’s material, Textbook  Addl. Material (LR) portal | TM page \_\_\_  LM page  Text book page \_\_\_\_\_UnionBank Eng. Grade-2, Unit 4, lesson 1,21,23,25,31  TG page\_\_\_\_\_Eng.2 lesson 3,7,8,32,39  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | TM page \_\_\_  LM page \_\_\_\_  Text book page \_\_\_\_\_BEAM ENG.I  Module I  TG page\_\_\_\_\_\_\_\_\_  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | TM page \_\_\_  LM page \_\_\_\_  Text book page \_\_\_\_\_ Eng.2 page 299  TG page\_\_\_\_\_\_\_\_\_ Eng.2 p. 157  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | TM page \_\_\_  LM page \_\_\_\_ Eng.2 p.96-98  Text book page \_\_Ler’s Begin Reading in Eng.2pp.6,10  TG page\_\_\_\_\_Eng.2 p.173  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | LM page \_\_\_\_ Eng.2 pp.75-80  Text book page \_\_\_Eng. Expresways pp.12-13  TG page\_\_\_Eng.2 pp.51-52  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **III PROCEDURES:**  REVIEW / DRILL (Reviewing past lesson) | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game |
| MOTIVATION (Establishing a purpose of the lesson) | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions |
| PRESENTATION (Presenting examples/ Instances of the new lesson) | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading |
| DISCUSSION # 1(Discussing new concepts and practicing new skills) | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ |
| DISCUSSION # 2(Discussing new concepts and practicing new skills) | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ |
| DEVELOPING MASTERY (Formative Assessment) | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet |
| VALUES FORMATION/ INTEGRATION:(Finding practical Applications of concepts and skills in daily  living ) | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ |
| GENERALIZATION:(Abstraction about the lesson | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ |
| **IV.EVALUATION:**  (Evaluating learning) | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making |
| **V.ASSIGNMENT/AGREEMENT:** (Additional activities for remediation/ application) | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing |
| **VI. REMARKS:** | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets |
| **VII. REFLECTION:**  No. Of learners who earned 80% on the formative assessment | \_\_\_ 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 |
| No. 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 | \_\_\_ of Learners who require additional activities for remediation |
| Did the remedial lesson work? No. of learners who 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 |
| 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 |
| Which of my teaching strategies work well? Why did this 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 |
| What difficulties did I encounter which my Principal/ 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 | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works |
| What innovation or localized materials did I used/ discover which I wish to share with other teachers? | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition |

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| DAILY  LESSON LOG | **School** : | | | **Grade Level : GRADE-I** | |
| **Teacher** : | | | **Learning Area : ENGLISH** | |
| **Teaching Dates and Time** : **WEEK-6** | | | **Quarter** : **THIRD QUARTER** | |
|  | | | | |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |

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| --- | --- | --- | --- | --- | --- |
| **Date:** |  |  |  |  |  |
| **I.OBJECTIVE**   1. **Content Standard** | Demonstrates understanding of useful strategies for purposeful literacy | Demonstrates understanding of useful strategies for purposeful literacy | Demonstrates understanding of useful strategies for purposeful literacy | Demonstrates understanding of useful strategies for purposeful literacy | Demonstrates understanding of useful strategies for purposeful literacy |
| 1. **Performance Standard** | Uses strategies independently in accomplishing literacy-related task | Uses strategies independently in accomplishing literacy-related task | Uses strategies independently in accomplishing literacy-related task | Uses strategies independently in accomplishing literacy-related task | Uses strategies independently in accomplishing literacy-related task |
| 1. **Learning Competencies/ Objectives** | Predict possible ending of the story read | Talk about oneself and one’s family | Talk about one’s experiences pertaining to the family | Talk about one’s experiences pertaining to one’s pets | Talk about oneself pertaining to personal experiences |
| **Write the LC Code for each** | **ENILC—IVa-j-1.1** | EN1OL-IIIa-b-1.17 | EN1OL-IIIa-b-1.17 | EN1OL-IIIa-b-1.17 | EN1OL-IIIa-b-1.17 |
| **II. CONTENT:**  **SUBJECT MATTER** | PREDICTING POSSIBLE ENDING OF THE STORY | TALKING ABOUT ONESELF | TALKING ABOUT ONE’S EXPERIENCES | TALKING ABOUT ONE’S EXPERIENCES PERTAINING TO ONE’S PETS | TALK ABOUT ONESELF PERTAINING TO PERSONAL EXPERIENCES |
| **LEARNING RESOURCES:**  Teacher’s Guide/Manual  Learner’s material, Textbook  Addl. Material (LR) portal | TM page \_\_\_  LM page  Text book page \_\_\_\_\_Eng. Expressways pp.228-229  TG page\_\_\_\_\_Eng.2 lesson 3,7,8,32,39  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | TM page \_\_\_  LM page \_\_\_\_  Text book page \_\_\_\_\_ ENG.I  ExpresswaysI  TG page\_\_\_\_\_\_\_\_\_  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | TM page \_\_\_  LM page \_\_\_\_  Text book page \_\_\_\_\_ Eng.2 page 299  TG page\_\_\_\_\_\_\_\_\_ Eng.2 p. 157  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | TM page \_\_\_  LM page \_\_\_\_ Eng.2 p.96-98  Text book page \_\_Ler’s Begin Reading in Eng.2pp.6,10  TG page\_\_\_\_\_Eng.2 p.173  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | LM page \_\_\_\_ Eng.2 pp.75-80  Text book page \_\_\_Eng. Expresways pp.12-13  TG page\_\_\_Eng.2 pp.51-52  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **III PROCEDURES:**  REVIEW / DRILL (Reviewing past lesson) | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game |
| MOTIVATION (Establishing a purpose of the lesson) | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions |
| PRESENTATION (Presenting examples/ Instances of the new lesson) | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading |
| DISCUSSION # 1(Discussing new concepts and practicing new skills) | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ |
| DISCUSSION # 2(Discussing new concepts and practicing new skills) | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ |
| DEVELOPING MASTERY (Formative Assessment) | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet |
| VALUES FORMATION/ INTEGRATION:(Finding practical Applications of concepts and skills in daily  living ) | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ |
| GENERALIZATION:(Abstraction about the lesson | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ |
| **IV.EVALUATION:**  (Evaluating learning) | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making |
| **V.ASSIGNMENT/AGREEMENT:** (Additional activities for remediation/ application) | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing |
| **VI. REMARKS:** | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets |
| **VII. REFLECTION:**  No. Of learners who earned 80% on the formative assessment | \_\_\_ 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 |
| No. 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 | \_\_\_ of Learners who require additional activities for remediation |
| Did the remedial lesson work? No. of learners who 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 |
| 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 |
| Which of my teaching strategies work well? Why did this 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 |
| What difficulties did I encounter which my Principal/ 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 | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works |
| What innovation or localized materials did I used/ discover which I wish to share with other teachers? | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition |

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| DAILY  LESSON LOG | **School** : | | | **Grade Level : GRADE-I** | |
| **Teacher** : | | | **Learning Area : ENGLISH** | |
| **Teaching Dates and Time** : **WEEK-7** | | | **Quarter** : **THIRD QUARTER** | |
|  | | | | |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |

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| --- | --- | --- | --- | --- | --- |
| **Date:** |  |  |  |  |  |
| **I.OBJECTIVE**   1. **Content Standard** | Demonstrates understanding of useful strategies for purposeful literacy | Demonstrates understanding of useful strategies for purposeful literacy | Demonstrates understanding of useful strategies for purposeful literacy | Demonstrates understanding of useful strategies for purposeful literacy | Demonstrates understanding of useful strategies for purposeful literacy |
| 1. **Performance Standard** | Uses strategies independently in accomplishing literacy-related task | Uses strategies independently in accomplishing literacy-related task | Uses strategies independently in accomplishing literacy-related task | Uses strategies independently in accomplishing literacy-related task | Uses strategies independently in accomplishing literacy-related task |
| 1. **Learning Competencies/ Objectives** | Relate story events to one’s experience | Talk about oneself and one’s family | Talk about one’s experiences pertaining to the family | Talk about one’s experiences pertaining to one’s pets | Talk about oneself pertaining to personal experiences |
| **Write the LC Code for each** | **ENILC—IVa-j-1.1** | **ENILC—IVa-j-1.1** | **ENILC—IVa-j-1.1** | **ENILC—IVa-j-1.1** | **ENILC—IVa-j-1.1** |
| **II. CONTENT:**  **SUBJECT MATTER** | RELATING STORY EVENTS | RELATING STORY EVENTS | RELATING STORY EVENTS | RELATING STORY EVENTS | RELATING STORY EVENTS |
| **LEARNING RESOURCES:**  Teacher’s Guide/Manual  Learner’s material, Textbook  Addl. Material (LR) portal | TM page \_\_\_  LM page  Text book page \_\_\_\_\_Union Bank learning System2 pp 30, 38,40  TG page\_\_\_\_\_Eng.2 lesson 3,7,8,32,39  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | TM page \_\_\_  LM page \_\_\_\_  Text book page \_\_\_\_\_ Union Bank learning System2 pp 30, 38,40TG page\_\_\_\_\_\_\_\_\_  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | TM page \_\_\_  LM page \_\_\_\_  Text book page \_\_\_\_\_ Union Bank learning System2 pp 30, 38,40  TG page\_\_\_\_\_\_\_\_\_ Eng.2 p. 157  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | TM page \_\_\_  LM page \_\_\_\_ Eng.2 p.96-98  Text book page \_\_ Union Bank learning System2 pp 30, 38,40  TG page\_\_\_\_\_Eng.2 p.173  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | LM page \_\_\_\_ Eng.2 pp.75-80  Text book page \_\_\_ Union Bank learning System2 pp 30, 38,40  TG page\_\_\_Eng.2 pp.51-52  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **III PROCEDURES:**  REVIEW / DRILL (Reviewing past lesson) | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game |
| MOTIVATION (Establishing a purpose of the lesson) | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions |
| PRESENTATION (Presenting examples/ Instances of the new lesson) | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading |
| DISCUSSION # 1(Discussing new concepts and practicing new skills) | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ |
| DISCUSSION # 2(Discussing new concepts and practicing new skills) | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ |
| DEVELOPING MASTERY (Formative Assessment) | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet |
| VALUES FORMATION/ INTEGRATION:(Finding practical Applications of concepts and skills in daily  living ) | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ |
| GENERALIZATION:(Abstraction about the lesson | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ |
| **IV.EVALUATION:**  (Evaluating learning) | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making |
| **V.ASSIGNMENT/AGREEMENT:** (Additional activities for remediation/ application) | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing |
| **VI. REMARKS:** | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets |
| **VII. REFLECTION:**  No. Of learners who earned 80% on the formative assessment | \_\_\_ 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 |
| No. 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 | \_\_\_ of Learners who require additional activities for remediation |
| Did the remedial lesson work? No. of learners who 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 |
| 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 |
| Which of my teaching strategies work well? Why did this 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 |
| What difficulties did I encounter which my Principal/ 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 | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works |
| What innovation or localized materials did I used/ discover which I wish to share with other teachers? | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition |

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| DAILY  LESSON LOG | **School** : | | | **Grade Level : GRADE-I** | |
| **Teacher** : | | | **Learning Area : ENGLISH** | |
| **Teaching Dates and Time** : **WEEK-8** | | | **Quarter** : **THIRD QUARTER** | |
|  | | | | |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |

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| --- | --- | --- | --- | --- | --- |
| **Date:** |  |  |  |  |  |
| **I.OBJECTIVE**   1. **Content Standard** | Demonstrates understanding of useful strategies for purposeful literacy | Demonstrates understanding of useful strategies for purposeful literacy | Demonstrates understanding of useful strategies for purposeful literacy | Demonstrates understanding of useful strategies for purposeful literacy | Demonstrates understanding of useful strategies for purposeful literacy |
| 1. **Performance Standard** | Uses strategies independently in accomplishing literacy-related task | Uses strategies independently in accomplishing literacy-related task | Uses strategies independently in accomplishing literacy-related task | Uses strategies independently in accomplishing literacy-related task | Uses strategies independently in accomplishing literacy-related task |
| 1. **Learning Competencies/ Objectives** | Discuss, illustrate, dramatize specific events | Talk about one’s experiences pertaining to the family | Talk about one’s experiences pertaining to the family | Talk about one’s experiences pertaining to one’s pets | Talk about oneself pertaining to personal experiences |
| **Write the LC Code for each** | **ENILC—IVa-j-1.1** | **ENILC—IVa-j-1.1** | **ENILC—IVa-j-1.1** | **ENILC—IVa-j-1.1** | **ENILC—IVa-j-1.1** |
| **II. CONTENT:**  **SUBJECT MATTER** | DISCUSSING, ILLUSTRATING & DRAMATIZING SPECIFIC EVENTS | TALKING ABOUT ONE’S PERSONAL EXPERIENCES | TALKING ABOUT ONE’S EXPERIENCES PERTAINING TO THE FAMILY | TALKING ABOUT ONE’S EXPERIENCES PERTAINING TO THE ONE’S PETS | TALKING ABOUT ONE’S EXPERIENCES PERTAINING TO THE PERSONAL EXPERIENCES |
| **LEARNING RESOURCES:**  Teacher’s Guide/Manual  Learner’s material, Textbook  Addl. Material (LR) portal | TM page \_\_\_  LM page  Text book page \_\_\_\_\_Union Bank learning System2 pp 30, 38,40  TG page\_\_\_\_\_Eng.2 lesson 3,7,8,32,39  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | TM page \_\_\_  LM page \_\_\_\_  Text book page \_\_\_\_\_ Union Bank learning System2 pp 30, 38,40TG page\_\_\_\_\_\_\_\_\_  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | TM page \_\_\_  LM page \_\_\_\_  Text book page \_\_\_\_\_ Union Bank learning System2 pp 30, 38,40  TG page\_\_\_\_\_\_\_\_\_ Eng.2 p. 157  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | TM page \_\_\_  LM page \_\_\_\_ Eng.2 p.96-98  Text book page \_\_ Union Bank learning System2 pp 30, 38,40  TG page\_\_\_\_\_Eng.2 p.173  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | LM page \_\_\_\_ Eng.2 pp.75-80  Text book page \_\_\_ Union Bank learning System2 pp 30, 38,40  TG page\_\_\_Eng.2 pp.51-52  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **III PROCEDURES:**  REVIEW / DRILL (Reviewing past lesson) | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game |
| MOTIVATION (Establishing a purpose of the lesson) | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions |
| PRESENTATION (Presenting examples/ Instances of the new lesson) | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading |
| DISCUSSION # 1(Discussing new concepts and practicing new skills) | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ |
| DISCUSSION # 2(Discussing new concepts and practicing new skills) | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ |
| DEVELOPING MASTERY (Formative Assessment) | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet |
| VALUES FORMATION/ INTEGRATION:(Finding practical Applications of concepts and skills in daily  living ) | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ |
| GENERALIZATION:(Abstraction about the lesson | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ |
| **IV.EVALUATION:**  (Evaluating learning) | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making |
| **V.ASSIGNMENT/AGREEMENT:** (Additional activities for remediation/ application) | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing |
| **VI. REMARKS:** | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets |
| **VII. REFLECTION:**  No. Of learners who earned 80% on the formative assessment | \_\_\_ 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 |
| No. 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 | \_\_\_ of Learners who require additional activities for remediation |
| Did the remedial lesson work? No. of learners who 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 |
| 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 |
| Which of my teaching strategies work well? Why did this 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 |
| What difficulties did I encounter which my Principal/ 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 | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works |
| What innovation or localized materials did I used/ discover which I wish to share with other teachers? | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition |

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| DAILY  LESSON LOG | **School** : | | | **Grade Level : GRADE-I** | |
| **Teacher** : | | | **Learning Area : ENGLISH** | |
| **Teaching Dates and Time** : **WEEK-9** | | | **Quarter** : **THIRD QUARTER** | |
|  | | | | |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |

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| --- | --- | --- | --- | --- | --- |
| **Date:** |  |  |  |  |  |
| **I.OBJECTIVE**   1. **Content Standard** | Demonstrates understanding of useful strategies for purposeful literacy | Demonstrates understanding of useful strategies for purposeful literacy | Demonstrates understanding of useful strategies for purposeful literacy | Demonstrates understanding of useful strategies for purposeful literacy | Demonstrates understanding of useful strategies for purposeful literacy |
| 1. **Performance Standard** | Uses strategies independently in accomplishing literacy-related task | Uses strategies independently in accomplishing literacy-related task | Uses strategies independently in accomplishing literacy-related task | Uses strategies independently in accomplishing literacy-related task | Uses strategies independently in accomplishing literacy-related task |
| 1. **Learning Competencies/ Objectives** | Identify the problem and solution | Relate one’s activities/responsibilities at home | Relate one’s activities/responsibilities at home | Relate one’s activities/responsibilities at home | Relate one’s activities/responsibilities at home |
| **Write the LC Code for each** | **ENILC—IVa-j-1.1** | **ENIOL-IIIc 1.17.1** | **ENIOL-IIIc 1.17.1** | **ENIOL-IIIc 1.17.1** | **ENIOL-IIIc 1.17.1** |
| **II. CONTENT:**  **SUBJECT MATTER** | IDENTIFYING THE PROBLEM AND SOLUTION | RELATING ONE’S ACTIVITIES/RESPONSIBILITIES | RELATING ONE’S ACTIVITIES/RESPONSIBILITIES | RELATING ONE’S ACTIVITIES/RESPONSIBILITIES | RELATING ONE’S ACTIVITIES/RESPONSIBILITIES |
| **LEARNING RESOURCES:**  Teacher’s Guide/Manual  Learner’s material, Textbook  Addl. Material (LR) portal | TM page \_\_\_  LM page  Text book page \_\_\_\_\_Union Bank learning System2 pp 30, 38,40  TG page\_\_\_\_\_Eng.2 lesson 3,7,8,32,39  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | TM page \_\_\_  LM page \_\_\_\_  Text book page \_\_\_\_\_ Eng.2, Unit 4, Lesson 2-3  TG page\_\_\_\_\_\_\_\_\_  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | TM page \_\_\_  LM page \_\_\_\_  Text book page \_\_\_\_\_ English Expressways I P. 203-208  TG page\_\_\_\_\_\_\_\_\_ Eng.2 p. 157  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | TM page \_\_\_  LM page \_\_\_\_ Let’s Begin Reading in Eng.2 Pp. 387-389  TG page\_\_\_\_\_Eng.2 p.173  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | LM page \_\_\_\_ Eng.2 pp.75-80  Text book page \_\_\_ Union Bank learning System2 pp 30, 38,40  TG page\_\_\_Eng.2 pp.51-52  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **III PROCEDURES:**  REVIEW / DRILL (Reviewing past lesson) | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game |
| MOTIVATION (Establishing a purpose of the lesson) | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions |
| PRESENTATION (Presenting examples/ Instances of the new lesson) | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading |
| DISCUSSION # 1(Discussing new concepts and practicing new skills) | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ |
| DISCUSSION # 2(Discussing new concepts and practicing new skills) | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ |
| DEVELOPING MASTERY (Formative Assessment) | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet |
| VALUES FORMATION/ INTEGRATION:(Finding practical Applications of concepts and skills in daily  living ) | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ |
| GENERALIZATION:(Abstraction about the lesson | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ |
| **IV.EVALUATION:**  (Evaluating learning) | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making |
| **V.ASSIGNMENT/AGREEMENT:** (Additional activities for remediation/ application) | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing |
| **VI. REMARKS:** | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets |
| **VII. REFLECTION:**  No. Of learners who earned 80% on the formative assessment | \_\_\_ 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 |
| No. 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 | \_\_\_ of Learners who require additional activities for remediation |
| Did the remedial lesson work? No. of learners who 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 |
| 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 |
| Which of my teaching strategies work well? Why did this 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 |
| What difficulties did I encounter which my Principal/ 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 | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works |
| What innovation or localized materials did I used/ discover which I wish to share with other teachers? | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition |

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| DAILY  LESSON LOG | **School** : | | | **Grade Level : GRADE-I** | |
| **Teacher** : | | | **Learning Area : ENGLISH** | |
| **Teaching Dates and Time** : **WEEK-10** | | | **Quarter** : **THIRD QUARTER** | |
|  | | | | |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |

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| --- | --- | --- | --- | --- | --- |
| **Date:** |  |  |  |  |  |
| **I.OBJECTIVE**   1. **Content Standard** | Demonstrates understanding of useful strategies for purposeful literacy | Demonstrates understanding of useful strategies for purposeful literacy | Demonstrates understanding of useful strategies for purposeful literacy | Demonstrates understanding of useful strategies for purposeful literacy | Demonstrates understanding of useful strategies for purposeful literacy |
| 1. **Performance Standard** | Uses strategies independently in accomplishing literacy-related task | Uses strategies independently in accomplishing literacy-related task | Uses strategies independently in accomplishing literacy-related task | Uses strategies independently in accomplishing literacy-related task | Uses strategies independently in accomplishing literacy-related task |
| 1. **Learning Competencies/ Objectives** | Retell a story listened to | Talk about topics of interest  (likes and dislikes) | Talk about topics of interest | Talk about topics of interest | Talk about topics of interest |
| **Write the LC Code for each** | **ENILC—IVa-j-1.1** | **ENIOL-IVd-1.3.4** | **ENIOL-IVd-1.3.4** | **ENIOL-IVd-1.3.4** | **ENIOL-IVd-1.3.4** |
| **II. CONTENT:**  **SUBJECT MATTER** | RETELLING STORY | TALKING ABOUT ONE’S PERSONAL EXPERIENCES | TALKING ABOUT ONE’S EXPERIENCES PERTAINING TO THE FAMILY | TALKING ABOUT ONE’S EXPERIENCES PERTAINING TO THE ONE’S PETS | TALKING ABOUT ONE’S EXPERIENCES PERTAINING TO THE PERSONAL EXPERIENCES |
| **LEARNING RESOURCES:**  Teacher’s Guide/Manual  Learner’s material, Textbook  Addl. Material (LR) portal | TM page \_\_\_  LM page ---Eng.2 p.20-23  Text book page \_\_\_\_\_Union Bank learning System2 pp 30, 38,40  TG page\_\_\_\_\_Eng.2 p. 13,-16  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | TM page \_\_\_  LM page \_\_\_\_  Text book page \_\_\_\_\_ Union Bank Eng.2 Unit I. Lesson 6,13,19,20,21 TG page\_\_\_\_\_\_\_\_\_  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | TM page \_\_\_  LM page \_\_\_\_  Text book page \_\_\_\_\_ Union Bank Eng.2 Unit I. Lesson 6,13,19,20,21 TG page\_\_\_\_\_\_\_\_\_  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | TM page \_\_\_  LM page \_\_\_\_  Text book page \_\_\_\_\_ Union Bank Eng.2 Unit I. Lesson 6,13,19,20,21 TG page\_\_\_\_\_\_\_\_\_  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | TM page \_\_\_  LM page \_\_\_\_  Text book page \_\_\_\_\_ Union Bank Eng.2 Unit I. Lesson 6,13,19,20,21 TG page\_\_\_\_\_\_\_\_\_  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **III PROCEDURES:**  REVIEW / DRILL (Reviewing past lesson) | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game |
| MOTIVATION (Establishing a purpose of the lesson) | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions |
| PRESENTATION (Presenting examples/ Instances of the new lesson) | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading |
| DISCUSSION # 1(Discussing new concepts and practicing new skills) | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ |
| DISCUSSION # 2(Discussing new concepts and practicing new skills) | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ |
| DEVELOPING MASTERY (Formative Assessment) | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet |
| VALUES FORMATION/ INTEGRATION:(Finding practical Applications of concepts and skills in daily  living ) | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ |
| GENERALIZATION:(Abstraction about the lesson | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ |
| **IV.EVALUATION:**  (Evaluating learning) | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making |
| **V.ASSIGNMENT/AGREEMENT:** (Additional activities for remediation/ application) | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing |
| **VI. REMARKS:** | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets |
| **VII. REFLECTION:**  No. Of learners who earned 80% on the formative assessment | \_\_\_ 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 |
| No. 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 | \_\_\_ of Learners who require additional activities for remediation |
| Did the remedial lesson work? No. of learners who 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 |
| 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 |
| Which of my teaching strategies work well? Why did this 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 |
| What difficulties did I encounter which my Principal/ 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 | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works |
| What innovation or localized materials did I used/ discover which I wish to share with other teachers? | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition |

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| DAILY  LESSON LOG | **School** : | | | **Grade Level** : GRADE-I | |
| **Teacher**  : | | | **Learning Area** : ENGLISH | |
| **Teaching Dates and Time** : WEEK-1 | | | **Quarter** : FOURTH QUARTER | |
|  | | | | |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |

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| --- | --- | --- | --- | --- | --- |
| **4TH QUARTER** |  |  |  |  |  |
| **I.OBJECTIVE**   1. **Content Standard** | The learner demonstrates basic language skills using a variety of media and uses these to learn varied content. | The learner demonstrates basic language skills using a variety of media and uses these to learn varied content. | The learner demonstrates basic language skills using a variety of media and uses these to learn varied content. | The learner demonstrates basic language skills using a variety of media and uses these to learn varied content. | The learner demonstrates basic language skills using a variety of media and uses these to learn varied content. |
| 1. **Performance Standard** | The learner listens for comprehension, speaks clearly and uses appropriate expressions in talking about oneself, family, and other social context interactions. | The learner listens for comprehension, speaks clearly and uses appropriate expressions in talking about oneself, family, and other social context interactions | The learner listens for comprehension, speaks clearly and uses appropriate expressions in talking about oneself, family, and other social context interactions. | The learner listens for comprehension, speaks clearly and uses appropriate expressions in talking about oneself, family, and other social context interactions. | The learner listens for comprehension, speaks clearly and uses appropriate expressions in talking about oneself, family, and other social context interactions. |
| 1. **Learning Competencies/ Objectives** | Note important details pertaining to character, setting and events | Talk about pictures presented using appropriate local terminologies with ease and confidence | Distinguish rhyming words from non-rhyming words | Identifying action words | Sort and classify familiar words into basic categories |
| **Write the code for each** | **ENILC—Iva-j-1.1** | EN10L-Iva-j-1.3 | EN1PA-IVa-b-2.3 | EN1G-IVa-e-3 | EN1V-Iva-e-3 |
| **II. CONTENT:**  SUBJECT MATTER | NOTING DETAILS | TALKING ABOUT PICTURES PRESENTED | DISTINGUISHING RHYMING WORDS FROM NON-RHYMING WORDS | VERB | CLASSIFYING FAMILIAR WORDS |
| **LEARNING RESOURCES:**  Teacher’s Guide/Manual  Learner’s material, Textbook  Addl. Material (LR) portal | TM page \_\_\_  LM page  Text book page : BEAM ENG1  Module 8  TG page\_\_\_\_\_\_\_\_\_  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | TM page \_\_\_  LM page \_\_\_\_ Eng.2 Pp.228-229  Text book page \_\_\_\_\_  TG page\_\_\_ Eng.2 P.118  Add’l Mat. \_\_\_Eng.I Module 38 | TM page \_\_\_  LM page \_\_\_\_ Eng.2 Pp.181-182  Text book page \_\_\_\_\_  TG page\_\_\_Eng.2 Pp.96-98  Add’l Mat. \_\_\_\_\_ ENG.I Module 5 | TM page \_\_\_  LM page \_\_Eng.2 Pp.149-154, 164-165  Text book page \_\_Eng. Expressway I pp. 193-197  TG page\_\_\_\_\_\_\_\_\_  Add’l Mat. \_\_\_\_ENG.2 Module 6b | TM page \_\_\_  LM page \_\_\_\_  Text book page \_\_\_\_\_  TG page\_\_\_\_\_\_\_\_\_  Add’l Mat. \_\_ ENG.I Module 6 |
| **III PROCEDURES:**  REVIEW / DRILL (Reviewing past lesson) | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game |
| MOTIVATION (Establishing a purpose of the lesson) | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions |
| PRESENTATION (Presenting examples/ Instances of the new lesson) | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading |
| DISCUSSION # 1(Discussing new concepts and practicing new skills) | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ |
| DISCUSSION # 2(Discussing new concepts and practicing new skills) | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ |
| DEVELOPING MASTERY (Formative Assessment) | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet |
| VALUES FORMATION/ INTEGRATION:(Finding practical Applications of concepts and skills in daily  living ) | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ |
| GENERALIZATION:(Abstraction about the lesson | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ |
| **IV.EVALUATION:**  (Evaluating learning) | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making |
| **V.ASSIGNMENT/AGREEMENT:** (Additional activities for remediation/ application) | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing |
| **VI. REMARKS:** | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets |
| **VII. REFLECTION:**  No. Of learners who earned 80% on the formative assessment | \_\_\_ 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 |
| No. 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 | \_\_\_ of Learners who require additional activities for remediation |
| Did the remedial lesson work? No. of learners who 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 |
| 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 |
| Which of my teaching strategies work well? Why did this 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 |
| What difficulties did I encounter which my Principal/ 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 | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works |
| What innovation or localized materials did I used/ discover which I wish to share with other teachers? | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition |

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| DAILY  LESSON LOG | **School** : | | | **Grade Level** : GRADE-1 | |
| **Teacher** : | | | **Learning Area** : ENGLISH | |
| **Teaching Dates and Time** : WEEK-2 | | | **Quarter** : Fourth Quarter | |
|  | | | | |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Date** |  |  |  |  |  |
| **I.OBJECTIVE**   1. **Content Standard** | The learner demonstrates basic language skills using a variety of media and uses these to learn varied content. | The learner demonstrates basic language skills using a variety of media and uses these to learn varied content. | The learner demonstrates basic language skills using a variety of media and uses these to learn varied content. | The learner demonstrates basic language skills using a variety of media and uses these to learn varied content. | The learner demonstrates basic language skills using a variety of media and uses these to learn varied content. |
| 1. **Performance Standard** | The learner listens for comprehension, speaks clearly and uses appropriate expressions in talking about oneself, family and other social context interactions. | The learner listens for comprehension, speaks clearly and uses appropriate expressions in talking about oneself, family and other social context interactions. | The learner listens for comprehension, speaks clearly and uses appropriate expressions in talking about oneself, family and other social context interactions. | The learner listens for comprehension, speaks clearly and uses appropriate expressions in talking about oneself, family and other social context interactions. | The learner listens for comprehension, speaks clearly and uses appropriate expressions in talking about oneself, family and other social context interactions. |
| 1. **Learning Competencies/ Objectives** | Give the correct sequence of three events | Talk about stories heard when and where it took | Supply rhyming words in response to spoken words | Recognize common action words in stories listened to | Sort and classify familiar words into basic categories |
| **Write the LC Code for each** | **ENILC—IVa-j-1.1** | EN1OL-IVa-j-1.3.1 | EN1PA-1Vc-e-2.4 | EN1G-1Va-e3.4 | ENIV-IVa-e-3 |
| **II. CONTENT:**  **SUBJECT MATTER** | GIVING THE CORRECT SEQUENCE OF THREE EVENTS | TALKING ABOUT STORIES HEARD | SUPPLYING RHYMING WORDS | VERB | CLASSIFYING FAMILIAR WORDS INTO BASIC CATEGORIES |
| **LEARNING RESOURCES:**  Teacher’s Guide/Manual  Learner’s material, Textbook  Addl. Material (LR) portal | TM page \_\_\_  LM page \_\_\_\_  Text book page \_\_\_\_UnionBank Eng. Grade-2. Unit I-Lesson 6,13,19,20,21.  BEAM ENG.I Module 9  TG page\_\_\_\_\_\_\_\_\_  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | TM page \_\_\_  LM page \_\_\_\_ Eng.2 Pp. 91-92  Text book page \_\_\_\_\_  TG page\_\_\_\_ Eng.2 Pp. 56  Add’l Mat. \_\_\_Let’s Begin Reading in Eng.2 Pp. 111-112,146-148,384-385 | TM page \_\_\_  LM page \_\_\_\_ Eng. 2 p.41-42  Text book page \_\_\_\_\_ BEAM ENGI  Module-5  TG page\_\_\_\_\_\_\_\_\_144-145  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | TM page \_\_\_  LM page \_\_\_\_ ENG.2 Pp. 164-165  Text book page \_\_ENG.2, Lesson 10  TG page\_\_\_\_\_\_\_\_\_  Add’l Mat. \_\_ENG.2 Module 6B | TM page \_\_\_  LM page \_\_\_\_  Text book page \_\_\_ENG.1 Module 6  TG page\_\_\_\_\_\_\_\_\_  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **III PROCEDURES:**  REVIEW / DRILL (Reviewing past lesson) | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game |
| MOTIVATION (Establishing a purpose of the lesson) | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions |
| PRESENTATION (Presenting examples/ Instances of the new lesson) | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading |
| DISCUSSION # 1(Discussing new concepts and practicing new skills) | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ |
| DISCUSSION # 2(Discussing new concepts and practicing new skills) | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ |
| DEVELOPING MASTERY (Formative Assessment) | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet |
| VALUES FORMATION/ INTEGRATION:(Finding practical Applications of concepts and skills in daily  living ) | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ |
| GENERALIZATION:(Abstraction about the lesson | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ |
| **IV.EVALUATION:**  (Evaluating learning) | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making |
| **V.ASSIGNMENT/AGREEMENT:** (Additional activities for remediation/ application) | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing |
| **VI. REMARKS:** | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets |
| **VII. REFLECTION:**  No. Of learners who earned 80% on the formative assessment | \_\_\_ 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 |
| No. 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 | \_\_\_ of Learners who require additional activities for remediation |
| Did the remedial lesson work? No. of learners who 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 |
| 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 |
| Which of my teaching strategies work well? Why did this 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 |
| What difficulties did I encounter which my Principal/ 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 | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works |
| What innovation or localized materials did I used/ discover which I wish to share with other teachers? | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition |

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| DAILY  LESSON LOG | **School** : | | | **Grade Level** : GRADE-1 | |
| **Teacher** : | | | **Learning Area** : ENGLISH | |
| **Teaching Dates and Time** : WEEK-3: | | | **Quarter** : Fourth Quarter | |
|  | | | | |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Date** |  |  |  |  |  |
| **I.OBJECTIVE**   1. **Content Standard** | The learner demonstrates basic language skills using a variety of media and uses these to learn varied content. | The learner demonstrates basic language skills using a variety of media and uses these to learn varied content. | The learner demonstrates basic language skills using a variety of media and uses these to learn varied content. | The learner demonstrates basic language skills using a variety of media and uses these to learn varied content. | The learner demonstrates basic language skills using a variety of media and uses these to learn varied content. |
| 1. **Performance Standard** | The learner listens for comprehension, speaks clearly and uses appropriate expressions in talking about oneself, family and other social context interactions. | The learner listens for comprehension, speaks clearly and uses appropriate expressions in talking about oneself, family and other social context interactions. | The learner listens for comprehension, speaks clearly and uses appropriate expressions in talking about oneself, family and other social context interactions. | The learner listens for comprehension, speaks clearly and uses appropriate expressions in talking about oneself, family and other social context interactions. | The learner listens for comprehension, speaks clearly and uses appropriate expressions in talking about oneself, family and other social context interactions. |
| 1. **Learning Competencies/ Objectives** | Infer the character feelings and traits | Talk about stories heard when and where it took some important details of the story | Supply rhyming words in response to spoken words | Recognize common action words in stories listened to | Sort and classify familiar words into basic categories |
| **Write the LC Code for each** | **ENILC—IVa-j-1.1** | EN1OL-IVa-j-1.3.1 | EN1PA-1Vc-e-2.4 | EN1G-1Va-e3.4 | ENIG-IVa-e-3 |
| **II. CONTENT:**  **SUBJECT MATTER** | INFERRING CHARACTER FEELINGS AND TRAITS | TALKING ABOUT STORIES HEARD | SUPPLYING RHYMING WORDS | VERB | RECOGNIZING COMMON ACTION WORDS IN STORIES |
| **LEARNING RESOURCES:**  Teacher’s Guide/Manual  Learner’s material, Textbook  Addl. Material (LR) portal | TM page \_\_\_  LM page  Text book page \_\_\_\_\_UnionBank Eng. Grade-2, Unit 2, lesson 3,7,8,32,39  TG page\_\_\_\_\_Eng.2 lesson 3,7,8,32,39  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | TM page \_\_\_  LM page \_\_\_\_ ENG.2 Pp.91-92  Text book page \_\_\_\_\_  TG page\_\_\_ENG.2 Pp.56  Add’l Mat. \_\_\_\_Let’s Begin Reading in Eng.2Pp.111-112, 146-148,384-385 | TM page \_\_\_  LM page \_\_\_\_ Eng. 2 p.41-42  Text book page \_\_\_\_\_ BEAM ENGI  Module-5  TG page\_\_\_\_\_\_\_\_\_144-145  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | TM page \_\_\_  LM page \_\_\_\_ ENG.2 Pp. 164-165  Text book page \_\_ENG.2, Lesson 10  TG page\_\_\_\_\_\_\_\_\_  Add’l Mat. \_\_ENG.2 Module 6B | TM page \_\_\_  LM page \_\_\_\_  Text book page \_\_\_ENG.1 Module 6  TG page\_\_\_\_\_\_\_\_\_  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **III PROCEDURES:**  REVIEW / DRILL (Reviewing past lesson) | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game |
| MOTIVATION (Establishing a purpose of the lesson) | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions |
| PRESENTATION (Presenting examples/ Instances of the new lesson) | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading |
| DISCUSSION # 1(Discussing new concepts and practicing new skills) | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ |
| DISCUSSION # 2(Discussing new concepts and practicing new skills) | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ |
| DEVELOPING MASTERY (Formative Assessment) | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet |
| VALUES FORMATION/ INTEGRATION:(Finding practical Applications of concepts and skills in daily  living ) | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ |
| GENERALIZATION:(Abstraction about the lesson | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ |
| **IV.EVALUATION:**  (Evaluating learning) | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making |
| **V.ASSIGNMENT/AGREEMENT:** (Additional activities for remediation/ application) | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing |
| **VI. REMARKS:** | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets |
| **VII. REFLECTION:**  No. Of learners who earned 80% on the formative assessment | \_\_\_ 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 |
| No. 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 | \_\_\_ of Learners who require additional activities for remediation |
| Did the remedial lesson work? No. of learners who 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 |
| 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 |
| Which of my teaching strategies work well? Why did this 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 |
| What difficulties did I encounter which my Principal/ 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 | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works |
| What innovation or localized materials did I used/ discover which I wish to share with other teachers? | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition |

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| DAILY  LESSON LOG | **School** : | | | **Grade Level** : GRADE-1 | |
| **Teacher** : | | | **Learning Area** : ENGLISH | |
| **Teaching Dates and Time** : WEEK-4: | | | **Quarter** : Fourth Quarter | |
|  | | | | |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Date** |  |  |  |  |  |
| **I.OBJECTIVE**   1. **Content Standard** | The learner demonstrates basic language skills using a variety of media and uses these to learn varied content. | The learner demonstrates basic language skills using a variety of media and uses these to learn varied content. | The learner demonstrates basic language skills using a variety of media and uses these to learn varied content. | The learner demonstrates basic language skills using a variety of media and uses these to learn varied content. | The learner demonstrates basic language skills using a variety of media and uses these to learn varied content. |
| 1. **Performance Standard** | The learner listens for comprehension, speaks clearly and uses appropriate expressions in talking about oneself, family and other social context interactions. | The learner listens for comprehension, speaks clearly and uses appropriate expressions in talking about oneself, family and other social context interactions. | The learner listens for comprehension, speaks clearly and uses appropriate expressions in talking about oneself, family and other social context interactions. | The learner listens for comprehension, speaks clearly and uses appropriate expressions in talking about oneself, family and other social context interactions. | The learner listens for comprehension, speaks clearly and uses appropriate expressions in talking about oneself, family and other social context interactions. |
| 1. **Learning Competencies/ Objectives** | Identify cause and/or effect of events | Talk about stories heard when and where it took some important details of the story | Supply rhyming words in response to spoken words | Recognize common action words in the stories listened to | Sort and classify familiar words into basic categories |
| **Write the LC Code for each** | **ENILC—IVa-j-1.1** | EN1OL-IVa-j-1.3.1 | EN1PA-1Vc-e-2.4 | EN1G-1Va-e3.4 | ENIG-IVa-e-3 |
| **II. CONTENT:**  **SUBJECT MATTER** | CAUSE AND EFFECT | TALKING ABOUT STORIES HEARD | SUPPLYING RHYMING WORDS | VERB | CLASSIFYING FAMILIAR WORDS INTO BASIC CATEGORIES |
| **LEARNING RESOURCES:**  Teacher’s Guide/Manual  Learner’s material, Textbook  Addl. Material (LR) portal | TM page \_\_\_  LM page  Text book page \_\_ENG.2, UNIT3, Lesson 6  TG page\_\_\_\_\_\_\_\_\_  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | TM page \_\_\_  LM page \_\_\_\_ ENG.2 Pp.91-92  Text book page \_\_\_\_\_  TG page\_\_\_ENG.2 Pp.56  Add’l Mat. \_\_\_\_Let’s Begin Reading in Eng.2Pp.111-112, 146-148,384-385 | TM page \_\_\_  LM page \_\_\_\_ Eng. 2 p.41-42  Text book page \_\_\_\_\_ BEAM ENGI  Module-5  TG page\_\_\_\_\_\_\_\_\_144-145  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | TM page \_\_\_  LM page \_\_\_\_ ENG.2 Pp. 164-165  Text book page \_\_ENG.2, Lesson 10  TG page\_\_\_\_\_\_\_\_\_  Add’l Mat. \_\_ENG.2 Module 6B | TM page \_\_\_  LM page \_\_\_\_  Text book page \_\_\_ENG.1 Module 6  TG page\_\_\_\_\_\_\_\_\_  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **III PROCEDURES:**  REVIEW / DRILL (Reviewing past lesson) | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game |
| MOTIVATION (Establishing a purpose of the lesson) | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions |
| PRESENTATION (Presenting examples/ Instances of the new lesson) | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading |
| DISCUSSION # 1(Discussing new concepts and practicing new skills) | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ |
| DISCUSSION # 2(Discussing new concepts and practicing new skills) | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ |
| DEVELOPING MASTERY (Formative Assessment) | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet |
| VALUES FORMATION/ INTEGRATION:(Finding practical Applications of concepts and skills in daily  living ) | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ |
| GENERALIZATION:(Abstraction about the lesson | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ |
| **IV.EVALUATION:**  (Evaluating learning) | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making |
| **V.ASSIGNMENT/AGREEMENT:** (Additional activities for remediation/ application) | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing |
| **VI. REMARKS:** | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets |
| **VII. REFLECTION:**  No. Of learners who earned 80% on the formative assessment | \_\_\_ 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 |
| No. 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 | \_\_\_ of Learners who require additional activities for remediation |
| Did the remedial lesson work? No. of learners who 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 |
| 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 |
| Which of my teaching strategies work well? Why did this 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 |
| What difficulties did I encounter which my Principal/ 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 | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works |
| What innovation or localized materials did I used/ discover which I wish to share with other teachers? | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition |

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| DAILY  LESSON LOG | **School** : | | | **Grade Level** : GRADE-1 | |
| **Teacher** : | | | **Learning Area** : ENGLISH | |
| **Teaching Dates and Time** : WEEK-5: | | | **Quarter** : Fourth Quarter | |
|  | | | | |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Date** |  |  |  |  |  |
| **I.OBJECTIVE**   1. **Content Standard** | The learner demonstrates basic language skills using a variety of media and uses these to learn varied content. | The learner demonstrates basic language skills using a variety of media and uses these to learn varied content. | The learner demonstrates basic language skills using a variety of media and uses these to learn varied content. | The learner demonstrates basic language skills using a variety of media and uses these to learn varied content. | The learner demonstrates basic language skills using a variety of media and uses these to learn varied content. |
| 1. **Performance Standard** | The learner listens for comprehension, speaks clearly and uses appropriate expressions in talking about oneself, family and other social context interactions. | The learner listens for comprehension, speaks clearly and uses appropriate expressions in talking about oneself, family and other social context interactions. | The learner listens for comprehension, speaks clearly and uses appropriate expressions in talking about oneself, family and other social context interactions. | The learner listens for comprehension, speaks clearly and uses appropriate expressions in talking about oneself, family and other social context interactions. | The learner listens for comprehension, speaks clearly and uses appropriate expressions in talking about oneself, family and other social context interactions. |
| 1. **Learning Competencies/ Objectives** | Identify the speaker in the story or poem | Participate in some sharing activities | Supply rhyming words in response to spoken words | Recognize common action words in the stories listened to | Sort and classify familiar words into basic categories |
| **Write the LC Code for each** | **ENILC—IVa-j-1.1** | EN1OL-IVa-j-1.3.1 | EN1PA-1Vc-e-2.4 | EN1G-1Va-e3.4 | ENIG-IVa-e-3 |
| **II. CONTENT:**  **SUBJECT MATTER** | IDENTIFYING THE SPEAKER IN THE STORY | NEWS SHARING | SUPPLYING RHYMING WORDS | VERB | CLASSIFYING FAMILIAR WORDS INTO BASIC CATEGORIES |
| **LEARNING RESOURCES:**  Teacher’s Guide/Manual  Learner’s material, Textbook  Addl. Material (LR) portal | TM page \_\_\_  LM page  Text book page \_\_\_\_\_  TG page\_\_\_\_\_\_\_\_\_  Add’l Mat. \_\_ENG.2 Unit-4 Lesson 1,21,23,25,31 | TM page \_\_\_  LM page \_\_\_\_  Text book page \_\_\_\_\_  TG page\_\_\_\_\_\_\_\_\_  Add’l Mat. \_\_\_\_ENG.1, Module 3A | TM page \_\_\_  LM page \_\_\_\_ Eng. 2 p.41-42  Text book page \_\_\_\_\_ BEAM ENGI  Module-5  TG page\_\_\_\_\_\_\_\_\_144-145  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | TM page \_\_\_  LM page \_\_\_\_ ENG.2 Pp. 164-165  Text book page \_\_ENG.2, Lesson 10  TG page\_\_\_\_\_\_\_\_\_  Add’l Mat. \_\_ENG.2 Module 6B | TM page \_\_\_  LM page \_\_\_\_  Text book page \_\_\_ENG.1 Module 6  TG page\_\_\_\_\_\_\_\_\_  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **III PROCEDURES:**  REVIEW / DRILL (Reviewing past lesson) | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game |
| MOTIVATION (Establishing a purpose of the lesson) | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions |
| PRESENTATION (Presenting examples/ Instances of the new lesson) | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading |
| DISCUSSION # 1(Discussing new concepts and practicing new skills) | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ |
| DISCUSSION # 2(Discussing new concepts and practicing new skills) | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ |
| DEVELOPING MASTERY (Formative Assessment) | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet |
| VALUES FORMATION/ INTEGRATION:(Finding practical Applications of concepts and skills in daily  living ) | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ |
| GENERALIZATION:(Abstraction about the lesson | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ |
| **IV.EVALUATION:**  (Evaluating learning) | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making |
| **V.ASSIGNMENT/AGREEMENT:** (Additional activities for remediation/ application) | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing |
| **VI. REMARKS:** | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets |
| **VII. REFLECTION:**  No. Of learners who earned 80% on the formative assessment | \_\_\_ 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 |
| No. 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 | \_\_\_ of Learners who require additional activities for remediation |
| Did the remedial lesson work? No. of learners who 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 |
| 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 |
| Which of my teaching strategies work well? Why did this 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 |
| What difficulties did I encounter which my Principal/ 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 | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works |
| What innovation or localized materials did I used/ discover which I wish to share with other teachers? | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition |

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| DAILY  LESSON LOG | **School** : | | | **Grade Level** : GRADE-1 | |
| **Teacher** : | | | **Learning Area** : ENGLISH | |
| **Teaching Dates and Time** : WEEK-6: | | | **Quarter** : Fourth Quarter/Week-2 | |
|  | | | | |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Date** |  |  |  |  |  |
| **I.OBJECTIVE**   1. **Content Standard** | The learner demonstrates basic language skills using a variety of media and uses these to learn varied content. | The learner demonstrates basic language skills using a variety of media and uses these to learn varied content. | The learner demonstrates basic language skills using a variety of media and uses these to learn varied content. | The learner demonstrates basic language skills using a variety of media and uses these to learn varied content. | The learner demonstrates basic language skills using a variety of media and uses these to learn varied content. |
| 1. **Performance Standard** | The learner listens for comprehension, speaks clearly and uses appropriate expressions in talking about oneself, family and other social context interactions. | The learner listens for comprehension, speaks clearly and uses appropriate expressions in talking about oneself, family and other social context interactions. | The learner listens for comprehension, speaks clearly and uses appropriate expressions in talking about oneself, family and other social context interactions. | The learner listens for comprehension, speaks clearly and uses appropriate expressions in talking about oneself, family and other social context interactions. | The learner listens for comprehension, speaks clearly and uses appropriate expressions in talking about oneself, family and other social context interactions. |
| 1. **Learning Competencies/ Objectives** | Predict possible ending of a story read | Participate in some sharing activities | Supply rhyming words in response to spoken words | Recognize common action words in stories listened to | Sort and classify familiar words into basic categories |
| **Write the LC Code for each** | **ENILC—IVa-j-1.1** | EN1OL-IVa-j-1.2.9 | EN1PA-1Vc-e-2.4 | EN1G-1Va-e3.4 | ENIG-IVa-e-3 |
| **II. CONTENT:**  **SUBJECT MATTER** | PREDICTING POSSIBLE ENDING OF THE STORY | SHOW AND TELL | SUPPLYING RHYMING WORDS | VERB | CLASSIFYING FAMILIAR WORDS INTO BASIC CATEGORIES |
| **LEARNING RESOURCES:**  Teacher’s Guide/Manual  Learner’s material, Textbook  Addl. Material (LR) portal | TM page \_\_\_  LM page  Text book page \_\_\_\_\_Eng. Expressways pp.228-229  TG page\_\_\_\_\_Eng.2 lesson 3,7,8,32,39  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | TM page \_\_\_  LM page \_\_\_\_  Text book page \_\_\_\_\_  TG page\_\_\_\_\_\_\_\_\_  Add’l Mat. \_\_\_ENG.2 Unit I, Lesson 14-23 | TM page \_\_\_  LM page \_\_\_\_ Eng. 2 p.41-42  Text book page \_\_\_\_\_ BEAM ENGI  Module-5  TG page\_\_\_\_\_\_\_\_\_144-145  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | TM page \_\_\_  LM page \_\_\_\_ ENG.2 Pp. 164-165  Text book page \_\_ENG.2, Lesson 10  TG page\_\_\_\_\_\_\_\_\_  Add’l Mat. \_\_ENG.2 Module 6B | TM page \_\_\_  LM page \_\_\_\_  Text book page \_\_\_ENG.1 Module 6  TG page\_\_\_\_\_\_\_\_\_  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **III PROCEDURES:**  REVIEW / DRILL (Reviewing past lesson) | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game |
| MOTIVATION (Establishing a purpose of the lesson) | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions |
| PRESENTATION (Presenting examples/ Instances of the new lesson) | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading |
| DISCUSSION # 1(Discussing new concepts and practicing new skills) | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ |
| DISCUSSION # 2(Discussing new concepts and practicing new skills) | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ |
| DEVELOPING MASTERY (Formative Assessment) | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet |
| VALUES FORMATION/ INTEGRATION:(Finding practical Applications of concepts and skills in daily  living ) | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ |
| GENERALIZATION:(Abstraction about the lesson | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ |
| **IV.EVALUATION:**  (Evaluating learning) | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making |
| **V.ASSIGNMENT/AGREEMENT:** (Additional activities for remediation/ application) | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing |
| **VI. REMARKS:** | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets |
| **VII. REFLECTION:**  No. Of learners who earned 80% on the formative assessment | \_\_\_ 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 |
| No. 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 | \_\_\_ of Learners who require additional activities for remediation |
| Did the remedial lesson work? No. of learners who 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 |
| 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 |
| Which of my teaching strategies work well? Why did this 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 |
| What difficulties did I encounter which my Principal/ 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 | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works |
| What innovation or localized materials did I used/ discover which I wish to share with other teachers? | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition |

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| DAILY  LESSON LOG | **School** : | | | **Grade Level** : GRADE-I | |
| **Teacher** : | | | **Learning Area** : ENGLISH | |
| **Teaching Dates and Time** : WEEK-7 | | | **Quarter** : Fourth Quarter/Week-7 | |
|  | | | | |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Date:** |  |  |  |  |  |
| **I.OBJECTIVE**   1. **Content Standard** | The learner demonstrates basic language skills using a variety of media and uses these to learn varied content. | The learner demonstrates basic language skills using a variety of media and uses these to learn varied content. | The learner demonstrates basic language skills using a variety of media and uses these to learn varied content. | The learner demonstrates basic language skills using a variety of media and uses these to learn varied content. | The learner demonstrates basic language skills using a variety of media and uses these to learn varied content. |
| 1. **Performance Standard** | The learner listens for comprehension, speaks clearly and uses appropriate expressions in talking about oneself, family and other social context interactions. | The learner listens for comprehension, speaks clearly and uses appropriate expressions in talking about oneself, family and other social context interactions. | The learner listens for comprehension, speaks clearly and uses appropriate expressions in talking about oneself, family and other social context interactions. | The learner listens for comprehension, speaks clearly and uses appropriate expressions in talking about oneself, family and other social context interactions. | The learner listens for comprehension, speaks clearly and uses appropriate expressions in talking about oneself, family and other social context interactions. |
| 1. **Learning Competencies/ Objectives** | Relate story events to one’s experience | Participate in some sharing activities | Supply rhyming words in response to spoken words | Recognize common action words in stories listened to | Sort and classify familiar words into basic categories |
| **Write the LC Code for each** | **ENILC—IVa-j-1.1** | EN1OL-IVa-j-1.2.9 | EN1PA-1Vc-e-2.4 | EN1G-1Va-e3.4 | ENIG-IVa-e-3 |
| **II. CONTENT:**  **SUBJECT MATTER** | RELATING STORY EVENTS TO ONE’S EXPERIENCE | I SPY GAMES | SUPPLYING RHYMING WORDS | VERB | CLASSIFYING FAMILIAR WORDS INTO BASIC CATEGORIES |
| **LEARNING RESOURCES:**  Teacher’s Guide/Manual  Learner’s material, Textbook  Addl. Material (LR) portal | TM page \_\_\_  LM page  Text book page \_\_\_\_\_Union Bank learning System2 pp 30, 38,40  TG page\_\_\_\_\_Eng.2 lesson 3,7,8,32,39  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | TM page \_\_\_  LM page \_\_\_\_  Text book page \_\_\_\_\_  TG page\_\_\_\_\_\_\_\_\_  Add’l Mat. \_\_ENG.2 UNIT I, Lesson 14-23 | TM page \_\_\_  LM page \_\_\_\_ Eng. 2 p.41-42  Text book page \_\_\_\_\_ BEAM ENGI  Module-5  TG page\_\_\_\_\_\_\_\_\_144-145  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | TM page \_\_\_  LM page \_\_\_\_ ENG.2 Pp. 164-165  Text book page \_\_ENG.2, Lesson 10  TG page\_\_\_\_\_\_\_\_\_  Add’l Mat. \_\_ENG.2 Module 6B | TM page \_\_\_  LM page \_\_\_\_  Text book page \_\_\_ENG.1 Module 6  TG page\_\_\_\_\_\_\_\_\_  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **III PROCEDURES:**  REVIEW / DRILL (Reviewing past lesson) | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game |
| MOTIVATION (Establishing a purpose of the lesson) | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions |
| PRESENTATION (Presenting examples/ Instances of the new lesson) | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading |
| DISCUSSION # 1(Discussing new concepts and practicing new skills) | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ |
| DISCUSSION # 2(Discussing new concepts and practicing new skills) | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ |
| DEVELOPING MASTERY (Formative Assessment) | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet |
| VALUES FORMATION/ INTEGRATION:(Finding practical Applications of concepts and skills in daily  living ) | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ |
| GENERALIZATION:(Abstraction about the lesson | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ |
| **IV.EVALUATION:**  (Evaluating learning) | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making |
| **V.ASSIGNMENT/AGREEMENT:** (Additional activities for remediation/ application) | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing |
| **VI. REMARKS:** | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets |
| **VII. REFLECTION:**  No. Of learners who earned 80% on the formative assessment | \_\_\_ 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 |
| No. 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 | \_\_\_ of Learners who require additional activities for remediation |
| Did the remedial lesson work? No. of learners who 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 |
| 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 |
| Which of my teaching strategies work well? Why did this 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 |
| What difficulties did I encounter which my Principal/ 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 | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works |
| What innovation or localized materials did I used/ discover which I wish to share with other teachers? | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition |

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| DAILY  LESSON LOG | **School**: | | | **Grade Level** : GRADE-I | |
| **Teacher** : | | | **Learning Area** : ENGLISH | |
| **Teaching Dates and Time** : WEEK-8 | | | **Quarter** : FOURTH QUARTER | |
|  | | | | |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |

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| --- | --- | --- | --- | --- | --- |
| **Date:** |  |  |  |  |  |
| **I.OBJECTIVE**   1. **Content Standard** | The learner demonstrates basic language skills using a variety of media and uses these to learn varied content. | The learner demonstrates basic language skills using a variety of media and uses these to learn varied content. | The learner demonstrates basic language skills using a variety of media and uses these to learn varied content. | The learner demonstrates basic language skills using a variety of media and uses these to learn varied content. | The learner demonstrates basic language skills using a variety of media and uses these to learn varied content. |
| 1. **Performance Standard** | The learner listens for comprehension, speaks clearly and uses appropriate expressions in talking about oneself, family, and other social context interactions. | The learner listens for comprehension, speaks clearly and uses appropriate expressions in talking about oneself, family, and other social context interactions | The learner listens for comprehension, speaks clearly and uses appropriate expressions in talking about oneself, family, and other social context interactions. | The learner listens for comprehension, speaks clearly and uses appropriate expressions in talking about oneself, family, and other social context interactions. | The learner listens for comprehension, speaks clearly and uses appropriate expressions in talking about oneself, family, and other social context interactions. |
| 1. **Learning Competencies/ Objectives** | Discuss, illustrate, dramatize specific events | Participate in some sharing activities | Supply rhyming words in response to spoken words | Recognize common action words in stories listened to | Sort and classify familiar words into basic categories |
| **Write the code for each** | EN1LC-Iva-j-1.1 | EN10L-Iva-j-1.2.9 | EN1PA-1Vc-e-2.4 | EN1G-1Va-e3.4 | ENIG-IVa-e-3 |
| **II. CONTENT:**  SUBJECT MATTER | DISCUSSING, ILLUSTRATING AND DRAMATIZING SPECIFIC EVENTS | RECITING RHYMES AND POEMS | SUPPLYING RHYMING WORDS | VERB | CLASSIFYING FAMILIAR WORDS INTO BASIC CATEGORIES |
| **LEARNING RESOURCES:**  Teacher’s Guide/Manual  Learner’s material, Textbook  Addl. Material (LR) portal | TM page \_\_\_  LM page  Text book page \_\_\_\_\_Union Bank learning System2 pp 30, 38,40  TG page\_\_\_\_\_Eng.2 lesson 3,7,8,32,39  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | TM page \_\_\_  LM page \_\_\_\_  Text book page \_\_ENG.1 Module-5  TG page\_\_\_\_\_\_\_\_\_  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | TM page \_\_\_  LM page \_\_\_\_ Eng. 2 p.41-42  Text book page \_\_\_\_\_ BEAM ENGI  Module-5  TG page\_\_\_\_\_\_\_\_\_144-145  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | TM page \_\_\_  LM page \_\_\_\_ ENG.2 Pp. 164-165  Text book page \_\_ENG.2, Lesson 10  TG page\_\_\_\_\_\_\_\_\_  Add’l Mat. \_\_ENG.2 Module 6B | TM page \_\_\_  LM page \_\_\_\_  Text book page \_\_\_ENG.1 Module 6  TG page\_\_\_\_\_\_\_\_\_  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **III PROCEDURES:**  REVIEW / DRILL (Reviewing past lesson) | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game |
| MOTIVATION (Establishing a purpose of the lesson) | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions |
| PRESENTATION (Presenting examples/ Instances of the new lesson) | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading |
| DISCUSSION # 1(Discussing new concepts and practicing new skills) | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ |
| DISCUSSION # 2(Discussing new concepts and practicing new skills) | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ |
| DEVELOPING MASTERY (Formative Assessment) | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet |
| VALUES FORMATION/ INTEGRATION:(Finding practical Applications of concepts and skills in daily  living ) | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ |
| GENERALIZATION:(Abstraction about the lesson | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ |
| **IV.EVALUATION:**  (Evaluating learning) | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making |
| **V.ASSIGNMENT/AGREEMENT:** (Additional activities for remediation/ application) | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing |
| **VI. REMARKS:** | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets |
| **VII. REFLECTION:**  No. Of learners who earned 80% on the formative assessment | \_\_\_ 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 |
| No. 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 | \_\_\_ of Learners who require additional activities for remediation |
| Did the remedial lesson work? No. of learners who 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 |
| 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 |
| Which of my teaching strategies work well? Why did this 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 |
| What difficulties did I encounter which my Principal/ 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 | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works |
| What innovation or localized materials did I used/ discover which I wish to share with other teachers? | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition |

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| DAILY  LESSON LOG | **School**: | | | **Grade Level** : GRADE-I | |
| **Teacher** : | | | **Learning Area** : ENGLISH | |
| **Teaching Dates and Time** : WEEK-9 | | | **Quarter** : FOURTH QUARTER | |
|  | | | | |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Date:** |  |  |  |  |  |
| **I.OBJECTIVE**   1. **Content Standard** | The learner demonstrates basic language skills using a variety of media and uses these to learn varied content. | The learner demonstrates basic language skills using a variety of media and uses these to learn varied content. | The learner demonstrates basic language skills using a variety of media and uses these to learn varied content. | The learner demonstrates basic language skills using a variety of media and uses these to learn varied content. | The learner demonstrates basic language skills using a variety of media and uses these to learn varied content. |
| 1. **Performance Standard** | The learner listens for comprehension, speaks clearly and uses appropriate expressions in talking about oneself, family, and other social context interactions. | The learner listens for comprehension, speaks clearly and uses appropriate expressions in talking about oneself, family, and other social context interactions | The learner listens for comprehension, speaks clearly and uses appropriate expressions in talking about oneself, family, and other social context interactions. | The learner listens for comprehension, speaks clearly and uses appropriate expressions in talking about oneself, family, and other social context interactions. | The learner listens for comprehension, speaks clearly and uses appropriate expressions in talking about oneself, family, and other social context interactions. |
| 1. **Learning Competencies/ Objectives** | Identify the problem and solution | Ask simple questions | Ask simple questions | Recognize describing words for people, objects, things and places | Give the meaning of words using clues |
| **Write the code for each** | EN1LC-Iva-j-1.1 | EN10L-IVf--1.17.2 | EN10L-IVf--1.17.2 | EN1G-IVf-j-5 | EN1V-IVf-j-12.1 |
| **II. CONTENT:**  SUBJECT MATTER | IDENTIFYING PROBLEM AND SOLUTION | ASKING SIMPLE QUESTIONS | ASKING SIMPLE QUESTIONS | ADJECTIVE | GIVING MEANING OF WORDS |
| **LEARNING RESOURCES:**  Teacher’s Guide/Manual  Learner’s material, Textbook  Addl. Material (LR) portal | TM page \_\_\_  LM page  Text book page \_\_\_\_\_Union Bank learning System2 pp 30, 38,40  TG page\_\_\_\_\_Eng.2 lesson 3,7,8,32,39  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | TM page \_\_\_  LM page \_\_ENG.2 Pp.266-268  Text book page \_\_ENG. I Module I  TG page\_\_ENG.2 Pp.138-139  Add’l Mat. \_\_Let’s Begin Reading in English Pp. 318,322,333,335,344 | TM page \_\_\_  LM page \_\_ENG.2 Pp.266-268  Text book page \_\_ENG. I Module I  TG page\_\_ENG.2 Pp.138-139  Add’l Mat. \_\_Let’s Begin Reading in English Pp. 318,322,333,335,344 | TM page \_\_\_  LM page \_\_\_ENG.2 Pp.279-293  Text book page \_ENG.2 Lesson 13,15,16,8  TG page\_\_ENG.2 Pp.146-154  Add’l Mat. \_Let’s Begin Reading in Eng.Pp.408-409 | TM page \_\_\_  LM page \_\_\_\_  Text book page \_\_Let’s Begin Reading in Eng.2 Pp 15,22,26,35,40,41,54  TG page\_\_\_\_\_\_\_\_\_  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **III PROCEDURES:**  REVIEW / DRILL (Reviewing past lesson) | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game |
| MOTIVATION (Establishing a purpose of the lesson) | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions |
| PRESENTATION (Presenting examples/ Instances of the new lesson) | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading |
| DISCUSSION # 1(Discussing new concepts and practicing new skills) | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ |
| DISCUSSION # 2(Discussing new concepts and practicing new skills) | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ |
| DEVELOPING MASTERY (Formative Assessment) | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet |
| VALUES FORMATION/ INTEGRATION:(Finding practical Applications of concepts and skills in daily  living ) | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ |
| GENERALIZATION:(Abstraction about the lesson | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ |
| **IV.EVALUATION:**  (Evaluating learning) | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making |
| **V.ASSIGNMENT/AGREEMENT:** (Additional activities for remediation/ application) | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing |
| **VI. REMARKS:** | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets |
| **VII. REFLECTION:**  No. Of learners who earned 80% on the formative assessment | \_\_\_ 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 |
| No. 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 | \_\_\_ of Learners who require additional activities for remediation |
| Did the remedial lesson work? No. of learners who 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 |
| 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 |
| Which of my teaching strategies work well? Why did this 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 |
| What difficulties did I encounter which my Principal/ 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 | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works |
| What innovation or localized materials did I used/ discover which I wish to share with other teachers? | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition |

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| DAILY  LESSON LOG | **School**: | | | **Grade Level** : GRADE-I | |
| **Teacher** : | | | **Learning Area** : ENGLISH | |
| **Teaching Dates and Time** : WEEK-10 | | | **Quarter** : FOURTH QUARTER | |
|  | | | | |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Date:** |  |  |  |  |  |
| **I.OBJECTIVE**   1. **Content Standard** | The learner demonstrates basic language skills using a variety of media and uses these to learn varied content. | The learner demonstrates basic language skills using a variety of media and uses these to learn varied content. | The learner demonstrates basic language skills using a variety of media and uses these to learn varied content. | The learner demonstrates basic language skills using a variety of media and uses these to learn varied content. | The learner demonstrates basic language skills using a variety of media and uses these to learn varied content. |
| 1. **Performance Standard** | The learner listens for comprehension, speaks clearly and uses appropriate expressions in talking about oneself, family, and other social context interactions. | The learner listens for comprehension, speaks clearly and uses appropriate expressions in talking about oneself, family, and other social context interactions | The learner listens for comprehension, speaks clearly and uses appropriate expressions in talking about oneself, family, and other social context interactions. | The learner listens for comprehension, speaks clearly and uses appropriate expressions in talking about oneself, family, and other social context interactions. | The learner listens for comprehension, speaks clearly and uses appropriate expressions in talking about oneself, family, and other social context interactions. |
| 1. **Learning Competencies/ Objectives** | Retell a story listened to | Follow one to two step direction | Follow one to two step direction | Recognize describing words for people, objects, things and places | Give the meaning of words using clues |
| **Write the code for each** | EN1LC-Iva-j-1.1 | EN1LC-IVg-h-3.6 | EN1LC-IVg-h-3.6 | EN1G-IVf-j-5 | EN1V-IVf-j-12.1 |
| **II. CONTENT:**  SUBJECT MATTER | RELELLING | FOLLOWING ONE TO TWO STEP DIRECTIONS | FOLLOWING ONE TO TWO STEP DIRECTIONS | ADJECTIVE | GIVING MEANING OF WORDS |
| **LEARNING RESOURCES:**  Teacher’s Guide/Manual  Learner’s material, Textbook  Addl. Material (LR) portal | TM page \_\_\_  LM page ---Eng.2 p.20-23  Text book page \_\_\_\_\_Union Bank learning System2 pp 30, 38,40  TG page\_\_\_\_\_Eng.2 p. 13,-16  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | TM page \_\_\_  LM page \_\_\_\_  Text book page \_\_\_ENG.1 Module I, ENG.2 Module 3A  TG page\_\_\_\_\_\_\_\_\_  Add’l Mat. \_\_\_\_ENG. Expressways Pp. 88-90 | TM page \_\_\_  LM page \_\_\_\_  Text book page \_\_\_\_\_  TG page\_\_\_\_\_\_\_\_\_  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | TM page \_\_\_  LM page \_\_\_ENG.2 Pp.279-293  Text book page \_ENG.2 Lesson 13,15,16,8  TG page\_\_ENG.2 Pp.146-154  Add’l Mat. \_Let’s Begin Reading in Eng.Pp.408-409 | TM page \_\_\_  LM page \_\_\_\_  Text book page \_\_Let’s Begin Reading in Eng.2 Pp 15,22,26,35,40,41,54  TG page\_\_\_\_\_\_\_\_\_  Add’l Mat. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **III PROCEDURES:**  REVIEW / DRILL (Reviewing past lesson) | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game | \_\_\_ Reading Aloud of new words on  the Board or Flashcards  \_\_\_ Using new words in a sentence  by soliciting ideas from the pupils  \_\_\_ Reading of Comic Strips/  Dialogues by Group or by pairs  \_\_\_ Unlocking of difficult words  \_\_\_ Matching Type  \_\_\_ Writing and Spelling  \_\_\_ Flashcard Game |
| MOTIVATION (Establishing a purpose of the lesson) | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions | \_\_\_ Group collaboration in answering  activity that leads to a new lesson  \_\_\_ Showing pictures  \_\_\_ Answering Puzzles  \_\_\_ Matching Games  \_\_\_ Spelling/Vocabulary test  \_\_\_ Asking Questions |
| PRESENTATION (Presenting examples/ Instances of the new lesson) | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading | *Present the lesson using:*  \_\_\_ Springboard on Projector/DLP/You Tube Connection  \_\_\_ TV viewing  \_\_\_ Charts/Stories/Poems  \_\_\_ Showing Pictures  \_\_\_ Posting & Answering Guide  Questions on the Board  \_\_\_ Listening Story  \_\_\_ Story Reading |
| DISCUSSION # 1(Discussing new concepts and practicing new skills) | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ |
| DISCUSSION # 2(Discussing new concepts and practicing new skills) | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ | *Discuss new concepts/skills through:*  \_\_\_ Group Discussion  \_\_\_ Making Summary of the  story/poem read/listened to  \_\_\_ Rereading of Paragraphs/  Poems/Stories  \_\_\_ Group collaboration  \_\_\_ Games  \_\_\_ Role Playing/ Drama  \_\_\_ Choral Reading  \_\_\_ Speech Choir  \_\_\_ Jazz Chants  \_\_\_ Solving Puzzles/Jigsaw  \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Carousel  \_\_\_ Dyads  \_\_\_ Think-Pair-Share (TPS)  \_\_\_ Brainstorming  \_\_\_ Four Corners  \_\_\_ others pls. specify \_\_\_\_\_\_\_\_ |
| DEVELOPING MASTERY (Formative Assessment) | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet | *Assess pupils through:*  \_\_\_ Answering of textbook  exercises/activities  \_\_\_ Paper- pencil test  \_\_\_ dictation/oral test  \_\_\_ teacher-made test  \_\_\_ Retelling  \_\_\_ Answering the activity sheet |
| VALUES FORMATION/ INTEGRATION:(Finding practical Applications of concepts and skills in daily  living ) | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ | *Integrate the following values in the lesson:*  \_\_\_ Honesty  \_\_\_ Patience/Perseverance  \_\_\_ Obedience/Helpfulness  \_\_\_Alertness/Physically Fit  \_\_\_ Cooperative/Responsible  \_\_\_ Neatness/Orderliness  \_\_\_ Appreciation of Beauty/nature  \_\_\_ Humility and Kindness  \_\_\_ Thriftiness/Frugality  \_\_\_ Sharing/Concern for others  \_\_\_ Sportsmanship/ Teamwork  \_\_\_ Timeliness/Wise use of time  \_\_\_ Decisiveness/Fairness  \_\_\_ MakaBansa/Nationalism  \_\_\_ Others. Pls. Specify \_\_\_\_\_\_\_ |
| GENERALIZATION:(Abstraction about the lesson | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ | *Conceptualize the lesson by:*  \_\_\_ Asking the pupils what they have learned from the lesson and solicit ideas they acquire from it.  \_\_\_ Letting the pupils give their insights about the lesson.  \_\_\_ Asking them: What would life be without these lessons? Is the lesson necessary?  \_\_\_ Letting the pupils say something that relate to their life situation.  \_\_\_ Others. Pls. specify \_\_\_\_\_\_\_\_ |
| **IV.EVALUATION:**  (Evaluating learning) | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making | *Finally, evaluate the pupils to decide whether the lesson is achievable through:*  \_\_\_ paper- pencil test  \_\_\_ oral test  \_\_\_ Teacher-made test  \_\_\_ Lesson Guide given test  \_\_\_ Sentence Making |
| **V.ASSIGNMENT/AGREEMENT:** (Additional activities for remediation/ application) | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing | \_\_\_ Answer some follow-up activity about the lesson learned  \_\_\_ Do some research about the next lesson  \_\_\_ Read next page on the book  \_\_\_ Show and Tell  \_\_\_ Writing Sentences  \_\_\_ Practice Reading  \_\_\_ Practice Writing |
| **VI. REMARKS:** | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets | *The lesson have successfully delivered due to:*  \_\_\_ pupils’ eagerness to learn  \_\_\_ complete/varied IMs  \_\_\_ uncomplicated lesson  \_\_\_ worksheets  \_\_\_ varied activity sheets |
| **VII. REFLECTION:**  No. Of learners who earned 80% on the formative assessment | \_\_\_ 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 |
| No. 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 | \_\_\_ of Learners who require additional activities for remediation |
| Did the remedial lesson work? No. of learners who 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 |
| 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 |
| Which of my teaching strategies work well? Why did this 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 |
| What difficulties did I encounter which my Principal/ 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 | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful IMs  \_\_ Unavailable Technology  Equipment (AVR/LCD)  \_\_ Science/ Computer/  Internet Lab  \_\_ Additional Clerical works |
| What innovation or localized materials did I used/ discover which I wish to share with other teachers? | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition | *Planned Innovations:*  \_\_ Localized Videos  \_\_ Making big books from  views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition |