



Republic of the Philippines  
**Department of Education**

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**POLICY GUIDELINES ON DAILY LESSON PREPARATION  
FOR THE K TO 12 BASIC EDUCATION PROGRAM**

To: Undersecretaries  
Assistant Secretaries  
Bureau and Service Directors  
Regional Directors  
Schools Division Superintendents  
Public and Private Elementary and Secondary Schools Heads  
All Others Concerned

1. In line with the implementation of Republic Act (RA) No. 10533 or the *Enhanced Basic Education Act of 2013*, the Department of Education (DepEd) issues the enclosed *Policy Guidelines on Daily Lesson Preparation for the K to 12 Basic Education Program*.
2. Planning lessons is fundamental to ensuring the delivery of teaching and learning in schools. These guidelines aim to support teachers in organizing and managing their classes and lessons effectively and efficiently and ensure the achievement of learning outcomes.
3. Furthermore, these guidelines affirm the role of the K to 12 teacher as a facilitator of learning. Preparing for lessons through the **Daily Lesson Log (DLL)** or **Detailed Lesson Plan (DLP)** and provides teachers with an opportunity for reflection on what learners need to learn, how learners learn, and how best to facilitate the learning process. These guidelines also aim to empower teachers to carry out quality instruction that recognizes the diversity of learners inside the classroom, is committed to learners' success, allows the use of varied instructional and formative assessment strategies including the use of information and communications technologies (ICTs), and enables the teacher to guide, mentor, and support learners in developing and assessing their learning across the curriculum.
4. These guidelines will remain in force and in effect unless sooner repealed, amended, or rescinded. All issuances inconsistent with this Order are hereby rescinded.
5. Immediate dissemination of and strict compliance with this Order is directed.

**BR. ARMIN A. LUISTRO FSC**  
Secretary



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Encl.:

As stated

References:

DepEd Order: Nos. 43, s. 2013 and 70, s. 2012

To be indicated in the Perpetual Index  
under the following subjects:

BASIC EDUCATION  
CURRICULUM  
POLICY  
RULES AND REGULATIONS  
STRAND: Curriculum and Instruction

SMMA/MCR, DO Policy Guidelines on Daily Lesson Preparation for the K to 12 BE Program  
0392/June 3/14/15, 2016

## POLICY GUIDELINES ON DAILY LESSON PREPARATION FOR THE K TO 12 BASIC EDUCATION PROGRAM

### I. Rationale

1. The Department of Education (DepEd) recognizes that instructional planning is essential to successful teaching and learning (Dick & Reiser 1996). Instructional planning is the process of determining what learning opportunities students in school will have by planning “the content of instruction, selecting teaching materials, designing the learning activities and grouping methods, and deciding on the pacing and allocation of instructional time” (Virginia Department of Education). According to Airasian (1994), planning is a vital step in the instructional process. It involves identifying expectations for learners and choosing the materials and organizing the sequential activities that will help learners reach those expectations. Instructional planning guarantees that teaching and learning are the central focus of classroom activity. Furthermore, it helps ensure that the time spent inside the classroom is maximized for instruction, is responsive to learners’ needs, and therefore communicates expectations of achievement to learners (Stronge, 2007).
2. Research shows that effective teachers organize and plan their instruction (Misulis 1997; Stronge 2007). With content and performance standards and learning competencies firmly articulated in the K to 12 curriculum, it is easier for teachers to carry out both short-term and long-term instructional planning. Under the K to 12 Basic Education Program, teachers can in fact plan student learning for a year, a semester, a quarter, a unit, or a lesson and secure coverage of the curriculum.
3. DepEd issues these guidelines on daily lesson preparation based on the belief that planning is fundamental to ensuring the delivery of teaching and learning in schools. Daily lesson preparation also encourages reflective practice since it requires teachers to think about and reflect on their instructional practices on a daily basis. Article IV, Section 2 of the *Code of Ethics for Professional Teachers* adopted in 1997 through Board Resolution No. 435 by the Board of Professional Teachers states that “every teacher shall uphold the highest standards of quality education, shall make the best preparations for the career of teaching, and shall be at his best at all times in the practice of his profession.” This policy is therefore meant to support teachers in upholding quality education standards by affirming the importance of instructional planning through **Daily Lesson Log (DLL)** or **Detailed Lesson Plan (DLP)** preparation. These guidelines ultimately aim to assist teachers in not only effectively managing instruction but also managing the performance of one of their core functions, which is to facilitate learning inside their classrooms.

## **II. Scope of the Policy**

4. This DepEd Order provides the guidelines in the preparation of daily lessons through the DLP and DLL by teachers from K to 12. This was also developed in collaboration with teachers and school heads to ensure that those affected by the policy would be consulted.

## **III. Definition of Terms**

5. For purposes of this Order, the following terms are defined as follows:

- a. **Instruction** refers to the methods and processes used to direct learning.
- b. **Instructional planning** is the process of systematically planning, developing, evaluating, and managing the instructional process by using principles of teaching and learning.
- c. **Daily Lesson Log (DLL)** is a template teachers use to log parts of their daily lesson. The DLL covers a day's or a week's worth of lessons and contains the following parts: Objectives, Content, Learning Resources, Procedures, Remarks and Reflection.
- d. **Detailed Lesson Plan (DLP)** is a teacher's "roadmap" for a lesson. It contains a detailed description of the steps a teacher will take to teach a particular topic. A typical DLP contains the following parts: Objectives, Content, Learning Resources, Procedures, Remarks and Reflection.

## **IV. Policy Statement**

6. DepEd hereby issues these guidelines on daily lesson preparation to institutionalize instructional planning as a critical part of the teaching and learning process. These guidelines are meant to support teachers in effectively organizing and managing K to 12 classrooms to be genuinely responsive to learners' needs. Moreover, these guidelines in the preparation of DLP and DLL shall inculcate reflective practice among teachers by providing them opportunities to think about and reflect on their instructional practices. Daily lesson preparation is part of the teacher's core function as a facilitator of learning inside the classroom as affirmed through DepEd's Results-based Performance Management System (RPMS). Well-prepared and well-planned lessons are fundamental to ensuring the delivery of quality teaching and learning in schools.

## **V. Lesson Preparation**

### **A. The instructional process**

7. According to Airasian (1994), the instructional process is made up of three (3) steps: (1) planning instruction; (2) delivery of instruction; and (3) assessment of learning. This means that teaching begins even before a teacher steps in front of a class and begins a lesson. This also means that teachers are expected to be able to organize and develop a plan for teaching, implement that plan, and measure how effectively they implemented a plan.

### **B. Lesson planning**

8. Lesson planning is one way of planning instruction. Lesson planning is a way of visualizing a lesson before it is taught. According to Scrivener (2005), planning a lesson entails “prediction, anticipation, sequencing, and simplifying.” Lesson planning is a critical part of the teaching and learning process.

9. The objective of lesson planning is learning. Lesson planning helps teachers set learning targets for learners. It also helps teachers guarantee that learners reach those targets. By planning lessons, teachers are able to see to it that daily activities inside the classroom lead to learner progress and achievement or the attainment of learning outcomes.

10. Lesson planning is a hallmark of effective teaching. As mentioned, effective teachers organize and plan instruction to ensure learners’ success inside the classroom. According to Stronge (2007), research shows that instructional planning for effective teaching has the following elements:

- a. Identifying clear lesson and learning objectives while carefully linking activities to them, which is essential for effectiveness
- b. Creating quality assignments, which is positively associated with quality instruction and quality student work
- c. Planning lessons that have clear goals, are logically structured, and progress through the content step-by-step
- d. Planning the instructional strategies to be deployed in the classroom and the timing of these strategies
- e. Using advance organizers, graphic organizers, and outlines to plan for effective instructional delivery
- f. Considering student attention spans and learning styles when designing lessons
- g. Systematically developing objectives, questions, and activities that reflect higher-level and lower-level cognitive skills as appropriate for the content and the student

therefore, have learner-centered objectives that are aligned with the standards of the curriculum.

17. In preparing daily lessons, teachers can also make use of multiple resources that are available to them including the Teacher's Guide (TG), Learner's Material (LM), additional materials from the Learning Resources Management and Development System (LRMDS) portal, textbooks, and others supplementary materials, whether digital, multimedia, or online, including those that are teacher-made. However, these materials should be used by teachers as resources, not as the curriculum.

18. **How should it be taught?** With a lesson plan, teachers can predict which parts of the lesson learners will have difficulty understanding. Teachers can then prepare strategies that help learners learn, build learners' understanding and respond to learners' needs. Teachers can explore utilizing different instructional strategies that consider learners' varying characteristics including cognitive ability, learning style, readiness level, multiple intelligences, gender, socioeconomic background, ethnicity, culture, physical ability, personality, special needs, and the different ways learners master the content of a particular learning area. This presupposes flexibility in the way a teacher plans lessons. This means that a teacher can prepare a lesson plan but must remain open to the possibility of adjusting instruction to respond to the needs of learners.

19. Furthermore, this requires teachers to treat learners not as passive recipients of knowledge but as active agents in their own learning. A lesson plan therefore should show what the teacher and learners will do in the classroom to build understanding of the lesson together. Beyond demonstrating what a teacher needs to do inside the classroom, a lesson plan should describe what learners need to do as co-constructors of knowledge inside the classroom.

20. **How should learning be assessed?** Effective teachers do not only prepare lesson plans, they also prepare an assessment plan or specifically a formative assessment plan. As defined in DepEd Order No. 8, s. 2015 entitled *Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program*, formative assessment "refers to the ongoing forms of assessment that are closely linked to the learning process. It is characteristically informal and is intended to help students identify strengths and weaknesses in order to learn from the assessment experience." Once the objectives of the lesson have been identified, teachers need to prepare a formative assessment plan integrated into the lesson and aligned with the lesson objectives. This means that a teacher needs to rely on multiple ways of assessing learning inside the classroom. DepEd Order No. 8, s. 2015 presents a list of formative assessment methods that teachers can use during different parts of a lesson.

21. This also means that a lesson plan should embody the unity of instruction and assessment. While planning lessons, teachers need to be able to identify reliable ways to measure learners' understanding. This means that teachers need to communicate

to learners what they are expected to learn, involve them in assessing their own learning at the beginning, during, and end of every lesson, and use data from the assessment to continually adjust instruction to ensure attainment of learning outcomes.

### C. Parts of a lesson plan

22. As stated previously, the basic parts of a lesson plan include a beginning, middle, and end. These are referred to as *Before the Lesson, the Lesson Proper, and After the Lesson*.

23. *Before the Lesson.* This is the lesson opening or the “beginning” of lesson implementation. Before the actual lesson starts, the teacher can do a variety of things including but not limited to the following: a) review the previous lesson/s; b) clarify concepts from the previous lesson that learners had difficulty understanding; c) introduce the new lesson; d) inform the class of the connection between the old and new lesson and establish a purpose for the new lesson; and e) state the new lesson’s objectives as a guide for the learners.

24. This part of the lesson is the time to check learners’ background knowledge on the new lesson. It can also be a time to connect the new lesson to what learners already know. It is during this time that teachers are encouraged to get learners to be interested in the new lesson through the use of “start-up” or “warm-up” activities. Teachers should also allow learners to ask questions about the new lesson at this time to assess if learners understand the purpose of learning the new lesson.

25. *The Lesson Proper.* This is the “middle” or main part of the lesson. During this time, the teacher presents the new material to the class. This is the time when a teacher “explains, models, demonstrates, and illustrates the concepts, ideas, skills, or processes that students will eventually internalize” (Teach for America 2011). This is also the part of the lesson in which teachers convey new information to the learners, help them understand and master that information, provide learners with feedback, and regularly check for learners’ understanding. If teachers require more time to teach a certain topic, then this part of the lesson can also be a continuation of a previously introduced topic.

26. *After the Lesson.* This is the lesson closing or the “end” of the lesson. This can be done through different “wrap-up” activities. Teachers can provide a summary of the lesson or ask students to summarize what they have learned. Teachers can also ask learners to recall the lesson’s key activities and concepts. The lesson closing is meant to reinforce what the teacher has taught and assess whether or not learners have mastered the day’s lesson.

#### **D. Instructional models, strategies, and methods**

27. In planning lessons, teachers can choose from a variety of instructional models and their corresponding strategies and methods. An instructional model is a teacher's philosophical orientation to teaching. It is related to theories of learning including behaviorism, cognitivism, constructivism, social interactionism, and others. An instructional strategy is a teaching approach influenced by the abovementioned educational philosophies, while an instructional method is the specific activity that teachers and learners will do in the classroom.

28. An instructional strategy is what a teacher uses inside the classroom to achieve the objectives of a lesson. A teacher can use a strategy or a combination of strategies to do this. Below are examples of different instructional strategies briefly explained (Saskatchewan Education 1991):

- a. **Direct instruction** is systematic, structured and sequential teaching. Its basic steps include presenting the material, explaining, and reinforcing it. According to Borich (2001), direct instruction methods are used to teach facts, rules, and action sequences. Direct instruction methods include compare and contrast, demonstrations, didactic questions, drill and practice, guides for reading, listening and viewing, lecture, etc.
- b. **Indirect instruction** is a teaching strategy in which the learner is an active and not passive participant. Indirect instruction methods are used for concept learning, inquiry learning and problem-centered learning (Borich 2011). Indirect instruction methods include case study, cloze procedure, concept formation, inquiry, problem solving, reflective discussion, etc.
- c. **Interactive instruction** is teaching that addresses learners' need to be active in their learning and interact with others including their teachers and peers. Interactive methods of teaching include brainstorming, debates, cooperative learning, interviewing, small group discussion, whole class discussion, etc.
- d. **Experiential instruction** is teaching students by directly involving them in a learning experience. This strategy emphasizes the process and not the product of learning. Experiential learning methods include games, experiments, field trips, model building, field observations, role play, simulations, etc.
- e. **Independent study** is teaching in which the teacher's external control is reduced and students interact more with the content (Petrina in press). Independent study methods aim to develop learners' initiative, self-reliance, and self-improvement and include assigned questions, correspondence lessons, computer assisted instruction, essays, homework, learning contracts, reports, research projects, etc.

29. In planning lessons, teachers can employ and combine a variety of teaching strategies and methods to deliver instruction. In choosing strategies and methods to use in teaching, the teacher has to consider learner diversity and whether or not the strategies or methods will respond to what learners inside the classroom need.

#### **E. Features of the K to 12 Curriculum**

30. In preparing daily lessons, teachers are encouraged to emphasize the features of the K to 12 curriculum as discussed briefly below:

31. *Spiral progression.* The K to 12 curriculum follows a spiral progression of content. This means that students learn concepts while young and learn the same concepts repeatedly at a higher degree of complexity as they move from one grade level to another. According to Bruner (1960), this helps learners organize their knowledge, connect what they know, and master it. Teachers should make sure that in preparing lessons, learners are able to revisit previously encountered topics with an increasing level of complexity and that lessons build on previous learning.

32. *Constructivism.* The K to 12 curriculum views learners as active constructors of knowledge. This means that in planning lessons, teachers should provide learners with opportunities to organize or re-organize their thinking and construct knowledge that is meaningful to them (Piaget 1950). This can be done by ensuring that lessons engage and challenge learners and tap into the learners' *zone of proximal development (ZPD)* or the distance between the learners' actual development level and the level of potential development (Vygotsky 1978). Vygotsky (1978) suggests that to do this, teachers can employ strategies that allow collaboration among learners, so that learners of varying skills can benefit from interaction with one another.

33. *Differentiated instruction.* All K to 12 teachers are encouraged to differentiate their teaching in order to help different kinds of learners meet the outcomes expected in each lesson. Differentiation or differentiated instruction means providing multiple learning options in the classroom so that learners of varying interests, abilities, and needs are able to take in the same content appropriate to their needs. According to Ravitch (2007), differentiation is instruction that aims to "maximize each student's growth by recognizing that students have different ways of learning, different interests, and different ways of responding to instruction."

Differentiation is just one of the strategies available to teachers in the K to 12 classroom. In planning lessons, teachers are encouraged to think about and include in their lessons options for different kinds of learners to understand and learn the lesson's topic. This means that teachers need to continually conduct formative assessment of learners to be able to articulate these options for learners. However, it shall still be up to the individual teacher to decide when to utilize differentiated instruction in the classroom.

### *Importance of lesson planning*

11. Planning lessons increases a teacher's chances of carrying out a lesson successfully. It also allows teachers to be more confident before starting a lesson.

12. Lesson planning inculcates reflective practice as it allows teachers to think about their teaching. By planning lessons daily, teachers are able to think about and reflect on different strategies that work inside the classroom including research-based strategies. Making a habit of lesson planning ensures that teachers truly facilitate learning and respond to learners' needs inside the classroom.

13. Additionally, lesson planning helps teachers' master learning area content. Through the preparation of effective lesson plans, teachers are able to relearn what they need to teach. In the classroom, well-prepared teachers show ownership of the learning area they teach. Lesson planning helps teachers know their learners and teach what students need to learn and therefore ensures curriculum coverage.

### *Elements of a lesson plan*

14. As mentioned, a lesson plan serves as a teacher's "road map" for a particular lesson. It is a guide for instruction and contains details of what a teacher and learners will do in order to tackle a particular topic. Experts agree that a lesson plan should aim to answer the following questions (Virginia Department of Education):

- a) **What should be taught?**
- b) **How should it be taught?**
- c) **How should learning be assessed?**

15. **What should be taught?** Teachers must have a deep understanding of the curriculum and strive to teach its content. In planning daily lessons, teachers need to follow the Curriculum Guide (CG) of the learning area being taught. Using the CG, teachers can plan the many ways to teach what it contains including the content standards or the essential knowledge that students need to learn, performance standards or the abilities and skills learners need to demonstrate in relation to the knowledge they have learned, and learning competencies or the knowledge, skills, and attitudes learners need to demonstrate in every lesson.

16. Following the CG, teachers can also plan their instruction backwards. That is, they can set a long-term vision of what learners need to be able to master in terms of content and competencies at the end of the school-year and endeavor to achieve this goal. At the end of the year, learners should have mastery of grade level standards and demonstrate readiness to learn the curriculum standards of the next grade level. Teachers can guarantee this by taking advantage of and maximizing the coded curriculum. The lessons teachers plan daily should aid learners in mastering the content and competencies of the curriculum progressively. Each lesson plan should,

34. *Contextualization.* Section 5 of RA 10533 or the *Enhanced Basic Education Act of 2013* states that the K to 12 curriculum shall be learner-centered, inclusive and developmentally appropriate, relevant, responsive, research-based, culture-sensitive, contextualized, global, and flexible enough to allow schools to localize, indigenize, and enhance the same based on their respective educational and social contexts. K to 12 teachers are allowed to use contextualization strategies in their lessons.

According to DepEd Order No. 32, s. 2015 entitled *Adopting The Indigenous Peoples Education Curriculum Framework*, contextualization is “the educational process of relating the curriculum to a particular setting, situation, or area of application to make the competencies relevant, meaningful, and useful to all learners.” The degree of contextualization can be further distinguished into *localization* which involves relating curriculum content to information and materials found in the learners’ immediate community, and *indigenization* which involves enhancing curriculum competencies, learning resources, and the even the instructional process in relation to the bio-geographical, historical, and socio-cultural context of the learners’ community. In preparing lessons, teachers are encouraged to make full use of these contextualization strategies, if necessary, to make lessons more relevant and meaningful to learners.

#### **F. ICT integration**

35. ICTs are basically information-handling tools that are used to produce, store, process, distribute, and exchange information (Anderson 2010). ICT integration in teaching and learning involves all activities and processes with the use of technology that will help promote learning and enhance the abilities and skills of both learners and teachers. With the availability of ICTs in schools, teachers can integrate technology in the planning, delivery, and assessment of instruction.

36. The use of computers can speed up the preparation of daily lessons. Lesson plans may be computerized or handwritten. Schools may also use ICTs to store the lessons that their teachers prepare. They can create a databank/database of lesson plans and feature exemplary lesson plans in the school website or submit exemplary lesson plans for uploading to the LRMDS portal. Teachers can then use the portal as a resource for their daily lesson preparation. This way, teachers can support each other by having a repository of lesson plans to refer to in preparing for their daily lesson.

37. Teachers can also integrate the use of technology into different parts of a lesson. Various instructional strategies and methods can be delivered using ICT equipment, peripherals, and applications. Teachers can plan learning opportunities that allow learners to access, organize and process information; create and develop products; communicate and collaborate with others using ICTs. Use of ICTs in lessons is also one way of differentiating instruction inside the K to 12 classroom.

## **G. Daily Lesson Log (DLL)**

38. Teachers with at least one (1) year of teaching experience, including teachers with private school and higher education institution (HEI) teaching experience, shall not be required to make a Detailed Lesson Plan (DLP). Teachers who have been in the service for at least one (1) year, handling learning areas with available LMs and TGs provided by the Department shall not be required to prepare a DLP. Instead, they shall be required to fill out a weekly Daily Lesson Log (DLL). Teachers are allowed to work together in preparing DLPs and DLLs. Seasoned or veteran teachers shall also mentor new or novice teachers in the preparation of DLPs and DLLs.

39. The tables below list the DLL templates and DLL samples attached in this policy.

Table 1. DLL templates

Annexes	DLL Templates
Annex 1A	Kindergarten
Annex 1B	Grades 1 to 12
Annex 1C	Filipino Translation of DLL for learning areas using Filipino as medium of instruction
Annex 1D	Multigrade
Annex 1E	Alternative Learning System

Table 2. DLL samples

Annexes	DLL Samples
Annex 2A	Kindergarten
Annex 2B.1	Grade 4 - MAPEH
Annex 2B.2	Grade 4 - Filipino
Annex 2B.3	Grade 7 - English
Annex 2B.4	Grade 9 - Science
Annex 2B.5	Grade 10 - EsP
Annex 2B.6	Grade 11 - Research in Daily Life
Annex 2C	Multigrade Classes
Annex 2D	Alternative Learning System

Note that, the DLL sample for ALS includes terms that are familiar to ALS teachers who regularly use these terms in their session guides anchored on the 4As (Activity, Analysis, Abstraction, and Application).

40. *Objectives:* This part of the DLL includes objectives related to content knowledge and competencies. According to Airasian (1994), lesson objectives describe the “kinds of content knowledge and processes teachers hope their students will learn from instruction (p.48).” The lesson objectives describe the behavior or performance teachers want learners to exhibit in order to consider them competent. The objectives state what the teacher intends to teach and serve as a guide for instruction and assessment.

The content standards refer to the learning area-based facts, concepts, and procedures that students need to learn, while the competencies pertain to the knowledge, skills, and attitudes that students need to demonstrate in a lesson. The competency codes are also logged in this part of the DLL.

41. *Content:* The topic or subject matter pertains to the particular content that the lesson focuses on.

42. *Learning Resources:* This part of the DLL asks teachers to log the references and other learning resources that the teacher will use for the lesson. The references include the particular pages of the TG, LM, textbook, and the additional materials from the LRMDS portal. The other learning resources refer to materials such as those that are teacher-made, authentic, and others not included in the references. This part of the DLL can also include the supplies, equipment, tools and other non-print materials needed for activities before, during, and after the lesson.

43. *Procedures:* This part of the DLL contains ten (10) parts including:

- a) reviewing previous lesson/s or presenting the new lesson. This part connects the lesson with learners' prior knowledge. It explicitly teaches the learners how the new lesson connects to previous lessons. It also reviews and presents new lessons in a systematic manner;
- b) establishing a purpose for the lesson will motivate the learner to learn the new lesson. It encourages them to ask questions about the new topic and helps establish a reason for learning the new lesson;
- c) presenting examples/instances of the new shows instances of the content and competencies. This is also where the concepts are clarified;
- d) discussing new concepts leads to the first formative assessment. Teachers shall prepare good questions for this part. The teacher will listen to the answers of learners to gauge if they understood the lesson. If not, then they re-teach. If the learners have understood the lesson, the teacher shall proceed to deepening the lesson;
- e) continuation of the discussion of new concepts leading to the second formative assessment that deepens the lesson and shows learners new ways of applying

learning. The teacher can use pair, group, and team work to help learners discuss the lesson among themselves. The learners can present their work to the class and this serves as the teacher's way of assessing if the concepts are solidifying and if their skills are developing;

f) developing mastery, which leads to the third formative assessment, can be done through more individual work activities such as writing, creative ways of representing learning, dramatizing, etc. The teacher shall ask learners to demonstrate their learning through assessable activities such as quizzes, worksheets, seat work, and games. When the students demonstrate learning, then proceed to the next step. The teacher can add activities as needed until formative assessment shows that the learners are confident in their knowledge and competencies;

g) finding practical applications of concepts and skills in daily living which can develop appreciation and valuing for students' learning by bridging the lesson to daily living. This will also establish relevance in the lesson;

h) making generalizations and abstractions about the lesson will conclude the lesson by asking learners good questions that will help them crystallize their learning so they can declare knowledge and demonstrate their skills;

i) evaluating learning is a way of assessing the learners and whether the learning objectives have been met. Evaluation should tap into the three types of objectives; and

j) additional activities for application or remediation will be based on the formative assessments and will provide children with enrichment or remedial activities. The teacher should provide extra time for additional teaching activities to those learners demonstrating that they have difficulties with the lesson.

Flexibility is allowed in the delivery of the DLL procedures. Teachers do not need to go through all ten (10) parts in every lesson. Teachers need to ensure that the procedures of the lesson lead to the achievement of the stated objectives. The formative assessment methods to be used by the teacher should determine if the objectives of the lesson are being met. These ten parts should be done across the week.

44. *Remarks:* This is a part of the DLL in which teachers shall indicate special cases including but not limited to continuation of lesson plan to the following day in case of re-teaching or lack of time, transfer of lesson to the following day in cases of class suspension, etc.

45. *Reflection:* This part of the DLL requires teachers to reflect on and assess their effectiveness. In this part of the DLL, the teacher should make notes on the number of learners who earned 80% in the evaluation, the number of learners who require additional activities for remediation and those who continue to require remediation, the effectiveness of the remedial lesson, the teaching strategies or methods that

worked well and why, and the difficulties teachers encountered that their principal or supervisor can help solve.

#### **H. Detailed Lesson Plan (DLP)**

46. Newly-hired teachers without professional teaching experience shall be required to prepare a daily Detailed Lesson Plan (DLP) for a year. Applicant teachers as well as teachers in the service including Master Teachers who will conduct demonstration teaching shall be required to prepare a DLP.

Newly-hired teachers who earned a rating of "Very Satisfactory" or "Outstanding" in the RPMS in a year shall no longer be required to prepare DLPs, while newly-hired teachers who earned a rating of "Satisfactory" shall still be required to prepare DLPs until such time that their RPMS assessment has improved.

However, when new content is integrated into the curriculum, all teachers are required to write a detailed lesson plan for that content or subject matter.

47. The DLP format includes the following parts: Objectives, Content, Learning Resources, Procedures, Remarks and Reflection.

48. *Objectives*: As mentioned above, the lesson plan objectives are statements that describe the expected learning outcomes of the learners at the end of the lesson. The objectives specify what students need to learn and thereby guide learners in carrying out the lesson's activities. They also direct the teacher in selecting the appropriate learning resources and methods to use in teaching. The lesson plan objectives should also be the bases for assessing student learning before, during, and after the lesson.

According to Airasian (1994), the lesson plan objectives "(1) describe a student behavior that should result from instruction; (2) state the behavior in terms that can be observed and assessed; and (3) indicate the content on which the behavior will be performed (p. 57)." Lesson plan objectives should be aligned with curriculum standards and must be stated in terms of what learners can/will be able to do at the end of the lesson.

49. *Content*: This pertains to the subject matter or the specific content that the lesson aims to teach. In the CG, a particular topic can be tackled in a week or two.

50. *Learning Resources*: This is a list of resources that a teacher uses to deliver the lesson. These include the references used and the other resources needed for the different lesson activities. As stated above, the references a teacher may use include the TG, LM, textbook, and resources found in the LRMDS portal used for the lesson. The other resources include those described in the DLL above.

51. *Procedures:* The procedure details the steps and activities the teachers and learners will do during the lesson towards achievement of the lesson's objectives. The procedure describes the learning experiences that learners will go through in understanding and mastering the lesson's content. Teachers may utilize procedures that are generally recognized and accepted in their field of specialization. The procedure will also depend on the abovementioned instructional strategies and methods that a teacher will use to teach the lesson. Flexibility is encouraged in the implementation of the DLP procedure. Changes in the procedure are allowed based on time constraints or when adjustments in teaching are needed to ensure learners' understanding.

52. The procedure should clearly show the different parts of the lesson including *Before the Lesson*, *During the Lesson*, and *After the Lesson*. As discussed above, integrated into a DLP are assessment methods used by the teacher to regularly check understanding of the material being tackled. Formative assessment of student learning may be done before, during, and after a lesson and should be carried out to measure attainment of the lesson objectives. Providing assignment or "homework" is a form of post-lesson formative assessment. The assignment should be related to the day's lesson. The assignment should allow learners to master what was learned during the lesson or reinforce what has been taught. Teachers must check assignments promptly.

53. The giving of assignments is optional and should follow the provisions of DepEd Memorandum No. 329, s. 2010 entitled *Guidelines on Giving Homework or Assignments to All Public Elementary School Pupils*. Giving of assignments shall also be optional in all other grade levels.

54. *Remarks:* This is the part of the DLP in which teachers shall document specific instances that result in continuation of lessons to the following day in case of re-teaching, insufficient time, transfer of lessons to the following day as a result of class suspension, etc.

55. *Reflection.* This part of the DLP should be filled-out right after delivery of the lesson. Teachers are encouraged to think about their lessons particularly the parts that went well and the parts that were weak and write about it briefly. In the reflection, teachers can share their thoughts and feelings about their lessons including things about the lesson that were successfully implemented, need improvement, or could be adjusted in the future. As in the DLL, teachers can also talk about their learners who did well in the lesson and those who need help.

## **VII. Monitoring and Evaluation**

56. The preparation of the DLP and DLL shall be part of the performance assessment of those who are in Teacher I-III and Master Teacher I-IV positions through the RPMS. Compliance with DLP and DLL preparation shall be monitored following the RPMS cycle. Teachers with exemplary DLLs or DLPs may be provided

with incentives. The definition and rubrics of exemplary DLLs or DLPs, will be issued in a separate policy.

### **VIII. Ownership Clause**

57. This policy in its entirety, including annexes is the property of DepEd. No part of this document in any form or means should be sold or used to obtain profit or its equivalent by an individual or group. Any violation shall be dealt with accordingly.

### **IX. Effectivity**

58. This policy shall take effect immediately.

### **X. References**

#### **DepEd issuances**

DepEd Memorandum No. 329, s. 2010 *Guidelines on Giving Homework or Assignment to All Public Elementary School Pupils*

DepEd Order No. 8, s. 2015 *Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program*

DepEd Order No. 13, s. 2015 *Establishment of a Policy Development Process at the Department of Education*

DepEd Order No. 32, s. 2015 *Adopting the Indigenous People's Education (IDEP) Curriculum Framework*

DepEd Order No. 70, s. 2012 *Guidelines on the Preparation of Daily Lessons*

#### **Academic references**

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 <b>KINDERGARTEN</b> <b>DAILY LESSON LOG</b>	School		Grade Level	
	Teacher		Learning Area	
	Teaching Dates and Time		Quarter	

PROCEDURES (BLOCKS OF TIME)	OBJECTIVES Indicate the following: Developmental Domain (DD); Content Standards (CS); Performance Standards (PS); Learning Competency Code (LCC)	CONTENT				
		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
ARRIVAL TIME	Developmental Domain(s):					
	Content Standard:					
	Performance Standard:					
	Learning Competency Code:					
MEETING TIME 1	Developmental Domain(s):					
	Content Standard:					
	Performance Standard:					
	Learning Competency Code:					
WORK PERIOD 1	Developmental Domain(s):					
	Content Standard:					
	Performance Standard:					

	<b>Learning Competency Code:</b>						
MEETING TIME 2	<b>Developmental Domain(s):</b>						
	<b>Content Standard:</b>						
	<b>Performance Standard:</b>						
	<b>Learning Competency Code:</b>						
SUPERVISED RECESS	<b>Developmental Domain(s):</b>						
	<b>Content Standard:</b>						
	<b>Performance Standard:</b>						
	<b>Learning Competency Code:</b>						
NAP TIME							
STORY	<b>Developmental Domain(s):</b>						
	<b>Content Standard:</b>						
	<b>Performance Standard:</b>						
	<b>Learning Competency Code:</b>						
	<b>Developmental Domain(s):</b>						

WORK PERIOD 2	<b>Content Standard:</b>						
	<b>Performance Standard:</b>						
	<b>Learning Competency Code:</b>						
INDOOR/OUTDOOR PLAY	<b>Developmental Domain(s):</b>						
	<b>Content Standard:</b>						
	<b>Performance Standard:</b>						
	<b>Learning Competency Code:</b>						
MEETING TIME 3	<b>DISMISSAL ROUTINE</b>						
<b>REMARKS</b>							
<b>REFLECTION</b>	Reflect on your teaching and assess yourself as a teacher. Think about your students' progress this week. What works? What else needs to be done to help the students learn? Identify what help your instructional supervisors can provide for you so when you meet them, you can ask them relevant questions.						
A. No. of learners who earned 80% in the evaluation.							
B. No. of learners who require additional activities for remediation.							
C. Did the remedial lessons work? No. of learners who have caught up with the lesson.							
D. No. of learners who continue to require remediation							
E. Which of my teaching strategies worked well? Why did these work?							
F. What difficulties did I encounter which my principal or supervisor can help me solve?							
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?							

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 <b>GRADES 1 to 12</b> <b>DAILY LESSON LOG</b>	School		Grade Level	
	Teacher		Learning Area	
	Teaching Dates and Time		Quarter	

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>I. OBJECTIVES</b>	Objectives must be met over the week and connected to the curriculum standards. To meet the objectives, necessary procedures must be followed and if needed, additional lessons, exercises and remedial activities may be done for developing content knowledge and competencies. These are assessed using Formative Assessment strategies. Valuing objectives support the learning of content and competencies and enable children to find significance and joy in learning the lessons. Weekly objectives shall be derived from the curriculum guides.				
A. Content Standards					
B. Performance Standards					
C. Learning Competencies / Objectives Write the LC code for each					
<b>II. CONTENT</b>	Content is what the lesson is all about. It pertains to the subject matter that the teacher aims to teach. In the CG, the content can be tackled in a week or two.				
<b>III. LEARNING RESOURCES</b>	List the materials to be used in different days. Varied sources of materials sustain children's interest in the lesson and in learning. Ensure that there is a mix of concrete and manipulative materials as well as paper-based materials. Hands-on learning promotes concept development.				
A. References					
1. Teacher's Guide pages					
2. Learner's Materials pages					
3. Textbook pages					
4. Additional Materials from Learning Resource (LR) portal					
B. Other Learning Resources					
<b>IV. PROCEDURES</b>	These steps should be done across the week. Spread out the activities appropriately so that students will learn well. Always be guided by demonstration of learning by the students which you can infer from formative assessment activities. Sustain learning systematically by providing students with multiple ways to learn new things, practice their learning, question their learning processes, and draw conclusions about what they learned in relation to their life experiences and previous knowledge. Indicate the time allotment for each step.				
A. Reviewing previous lesson or presenting the new lesson					
B. Establishing a purpose for the lesson					
C. Presenting examples/ instances of the new lesson					
D. Discussing new concepts and practicing new skills #1					
E. Discussing new concepts and practicing new skills #2					

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>skills #2</b>					
<b>F. Developing mastery</b> (Leads to Formative Assessment 3)					
<b>G. Finding practical applications of concepts and skills in daily living</b>					
<b>H. Making generalizations and abstractions about the lesson</b>					
<b>I. Evaluating learning</b>					
<b>J. Additional activities for application or remediation</b>					
<b>V. REMARKS</b>					
<b>VI. REFLECTION</b>	Reflect on your teaching and assess yourself as a teacher. Think about your students' progress this week. What works? What else needs to be done to help the students learn? Identify what help your instructional supervisors can provide for you so when you meet them, you can ask them relevant questions.				
A. No. of learners who earned 80% in the evaluation.					
B. No. of learners who require additional activities for remediation who scored below 80%.					
C. Did the remedial lessons work? No. of learners who have caught up with the lesson.					
D. No. of learners who continue to require remediation					
E. Which of my teaching strategies worked well? Why did these work?					
F. What difficulties did I encounter which my principal or supervisor can help me solve?					
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?					

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 <b>GRADES 1 to 12</b> <b>DAILY LESSON LOG</b> (Pang-araw-araw na Tala sa Pagtuturo)	Paaralan		Baitang/ Antas	
	Guro		Asignatura	
	Petsa/ Oras		Markahan	

	Lunes	Martes	Miyerkules	Huwebes	Biyernes
<b>I. LAYUNIN</b>	Tiyakin ang pagtatamo ng layunin sa bawat linggo na nakaangka sa Gabay sa Kurikulum. Sundin ang pamamaraan upang matamo ang layunin, maaari ring magdagdag ng iba pang gawain sa paglinang ng Pamantayang Pangkaalam an Kasanayan. Tinataya ito gamit ang mga istratehiya ng <i>Formative Assessment</i> . Ganap na mahuhubog ang mga mag-aaral at mararamdamang kahalagahan ng bawat aralin dahil ang mga layunin sa bawat linggo ay mula sa Gabay sa Kurikulum at huhubugin ang bawat kasanayan at nilalaman.				
A. Pamantayang Pangnilalaman					
B. Pamantayan sa Pagganap					
C. Mga Kasanayan sa Pagkatuto <i>Isulat ang code ng bawat kasanayan</i>					
<b>II. NILALAMAN</b>	Ang nilalaman ay ang mga aralin sa bawat linggo. Ito ang paksang nilalayong ituro ng guro na mula sa Gabay sa Kurikulum. Maaari ito tumagal ng isa hanggang dalawang linggo.				
<b>KAGAMITANG PANTURO</b>	Itala ang mga Kagamitang Panturo gagamitin sa bawat araw. Gumamit ng iba't ibang kagamitan upang higit na mapukaw ang interes at pagkatuto ng mga mag-aaral.				
A. Sanggunian					
1. Mga pahina sa Gabay ng Guro					
2. Mga Pahina sa Kagamitang Pang-Mag-aaral					
3. Mga pahina sa Teksbuk					
4. Karagdagang Kagamitan mula sa portal ng <i>Learning Resource</i>					
B. Iba pang Kagamitang Panturo					
<b>III. PAMAMARAAN</b>	Gawin ang pamamaraang ito ng buong linggo at tiyakin na may gawain sa bawat araw. Para sa holistikong pagkahubog, gabayan ang mga mag-aaral gamit ang mga istratehiya ng <i>formative assessment</i> . Magbigay ng maraming pagkakataon sa pagtuklas ng bagong kaalaman, mag-isip ng analitikal at kusang magtaya ng dating kaalaman na inuugnay sa kanilang pang-araw-araw na karanasan.				
A. Balik- Aral sa nakaraang aralin at/o pagsisimula ng bagong aralin.					
B. Paghahabi sa layunin ng aralin					
C. Pag-uugnay ng mga halimbawa sa bagong aralin					

	Lunes	Martes	Miyerkules	Huwebes	Biernes
D. Pagtalakay ng bagong konsepto at paglalahad ng bagong kasanayan #1					
E. Pagtalakay ng bagong konsepto at paglalahad ng bagong kasanayan #2					
F. Paglinang sa Kabihasaan (Tungo sa Formative Assessment)					
G. Paglalapat ng aralin sa pang-araw-araw na buhay					
H. Paglalahat ng Aralin					
I. Pagtataya ng Aralin					
J. Karagdagang gawain para sa takdang-aralin at <i>remediation</i>					
<b>IV. Mga Tala</b>					
V. Pagninilay	Maghilay sa iyong mga istratehyang pagtuturo. Tayain ang paghubog ng iyong mga mag-aaral sa bawat linggo. Paano mo ito naisakatuparan? Ano pang tulong ang maaari mong gawin upang sila'y matulungan? Tukuyin ang maaari mong itanong/lahad sa iyong superbisor sa anumang tulong na maaari nilang ibigay sa iyo sa inyong pagkikita.				
A. Bilang ng mag-aaral na nakakuha ng 80% sa pagtataya					
B. Bilang ng mag-aaral na nangangailangan ng iba pang gawain para sa <i>remediation</i> .					
C. Nakatulong ba ang <i>remedial?</i> Bilang ng mag-aaral na nakaunawa sa aralin.					
D. Bilang ng mga mag-aaral na magpapatuloy sa <i>remediation?</i>					
E. Alin sa mga istratehyang pagtuturo nakatulong ng lubos? Paano ito nakatulong?					

	Lunes	Martes	Miyerkules	Huwebes	Biyernes
F. Anong suliranin ang aking naranasan na solusyonan sa tulong ang aking punungguro at superbisor?					
G. Anong kagamitang panturo ang aking nadibuho na nais kong ibahagi sa mga kapwa ko guro?					

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 <b>MULTIGRADE DAILY LESSON LOG</b>	<b>School</b>		<b>Grade Level(s)</b>	
	<b>Teacher</b>		<b>Learning Area</b>	
	<b>Teaching Dates and Time</b>		<b>Quarter</b>	

	<b>Grade _____</b>					<b>Grade _____</b>					<b>Grade _____</b>				
	Learning Area : _____					Learning Area : _____					Learning Area : _____				
	Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday
<b>I. OBJECTIVES</b>	Objectives must be met over the week and connected to the curriculum standards. To meet the objectives, necessary procedures must be followed and if needed, additional lessons, exercises and remedial activities may be done for developing content knowledge and competencies. These are assessed using Formative Assessment strategies. Valuing objectives support the learning of content and competencies and enable children to find significance and joy in learning the lessons. Weekly objectives shall be derived from the curriculum guides.														
A. Content Standards															
B. Performance Standards															
C. Learning Competencies / Objectives (Write the LC code for each)															
<b>II. CONTENT</b>															
<b>III. LEARNING RESOURCES</b>	List the materials to be used in different days. Varied sources of materials sustain children's interest in the lesson and in learning. Ensure that there is a mix of concrete and manipulative materials as well as paper-based materials. Hands-on learning promotes concept development.														
A. References															
1. Teacher's Guide pages															
2. Learner's Materials pages															
3. Textbooks pages															
4. Additional Materials from Learning Resource (LR) portal															
B. Other Learning Resources															
<b>IV. PROCEDURES</b>	These steps should be done across the week. Spread out the activities appropriately so that students will learn well. Always be guided by demonstration of learning by the students which you can infer from formative assessment activities. Sustain learning systematically by providing students with multiple ways to learn new things, practice their learning, question their learning processes, and draw conclusions about what they learned in relation to their life experiences and previous knowledge. Indicate the time allotment for each step.														
A. Reviewing previous lesson or presenting the new lesson															
B. Establishing a purpose for the lesson															

C. Presenting examples/ instances of the new lesson				
D. Discussing new concepts and practicing new skills #1				
E. Discussing new concepts and practicing new skills #2				
F. Developing mastery (Leads to Formative Assessment 3)				
G. Finding practical applications of concepts and skills in daily living				
H. Making generalizations and abstractions about the lesson				
I. Evaluating learning				
J. Additional activities for application or remediation				
<b>V. REMARKS</b>				
<b>VI. REFLECTION</b>	Reflect on your teaching and assess yourself as a teacher. Think about your students' progress this week. What works? What else needs to be done to help the students learn? Identify what help your instructional supervisors can provide for you so when you meet them, you can ask them relevant questions.			
A. No.of learners who earned 80% on the formative assessment				
B. No.of learners who require additional activities for remediation.				
C. Did the remedial lessons work? No.of learners who have caught up with the lesson.				
D. No.of learners who continue to require remediation				

E. Which of my teaching strategies worked well? Why did these work?																
F. What difficulties did I encounter which my principal or supervisor can help me solve?																
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?																

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*Note: The third column can be removed for two – grade level combination class.*

 <b>ALTERNATIVE LEARNING SYSTEM</b> <b>WEEKLY LESSON LOG</b>	<b>Community Learning Center (CLC)</b>	<b>Program</b>	
	<b>Learning Facilitator</b>	<b>Literacy Level</b>	
	<b>Month and Quarter</b>	<b>Learning Strand</b>	

	<b>Week No. _____</b>	<b>Week No. _____</b>
<b>I. OBJECTIVES</b>	Objectives must be met over the week and connected to the curriculum standards. To meet the objectives, necessary procedures must be followed and if needed, additional lessons, exercises and remedial activities may be done for developing content knowledge and competencies. These are assessed using Formative Assessment strategies. Valuing objectives support the learning of content and competencies and enable children to find significance and joy in learning the lessons. Weekly objectives shall be derived from the curriculum guides.	
A. Content Standards/Focus		
B. Performance Standards/ Terminal Objectives		
C. Learning Competencies / Enabling Objectives (Write the LC code for each)		
<b>II. CONTENT</b> (Subject Matter)	Content is what the lesson is all about. It pertains to the subject matter that the teacher aims to teach. In the CG, the content can be tackled in a week or two.	
<b>III. LEARNING RESOURCES</b>	List the materials to be used in different days. Varied sources of materials sustain children's interest in the lesson and in learning. Ensure that there is a mix of concrete and manipulative materials as well as paper-based materials. Hands-on learning promotes concept development.	
A. References		
1. Session Guide pages		
2. Module/Learner's Materials pages		
3. Additional Materials from Learning Resource (LR) portal		
B. Other Learning Resources		
<b>IV. PROCEDURES</b>	These steps should be done across the week. Spread out the activities appropriately so that students will learn well. Always be guided by demonstration of learning by the students which you can infer from formative assessment activities. Sustain learning systematically by providing students with multiple ways to learn new things, practice their learning, question their learning processes, and draw conclusions about what they learned in relation to their life experiences and previous knowledge. Indicate the time allotment for each step.	
A. Springboard/Motivation (Establishing a purpose for the lesson)		
B. Activity (Review of previous lesson/s or Presenting the new lesson)		
C. Analysis (Presenting examples/ instances of the new lesson)		

	Week No. _____	Week No. _____
D. Discussing new concepts and practicing new skills (sub-activity # 1)		
E. Discussing new concepts and practicing new skills (sub-activity # 2)		
F. Abstraction (Making generalizations about the lesson)		
G. Application (Developing mastery)		
H. Valuing (Finding practical applications of concepts and skills in daily living)		
I. Evaluation (Assessing learning)		
J. Agreement (Additional activities for application or remediation)		
<b>V. REMARKS</b>		
<b>VI. REFLECTION</b>	Reflect on your teaching and assess yourself as a teacher. Think about your students' progress this week. What works? What else needs to be done to help the students learn? Identify what help your instructional supervisors can provide for you so when you meet them, you can ask them relevant questions.	
A. No. of learners who earned 80% in the evaluation.		
B. No. of learners who require additional activities for remediation.		
C. Did the remedial lessons work? No. of learners who have caught up with the lesson.		
D. No. of learners who continue to require remediation		
E. Which of my teaching strategies worked well? Why did these work?		
F. What difficulties did I encounter which my principal or supervisor can help me solve?		
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?		

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 <b>KINDERGARTEN DAILY LESSON LOG</b>	<b>School</b>	DON CARLOS & BAGUMBAYAN E/S	<b>Teaching Dates</b>	June 27 – July 1, 2016
	<b>Teacher</b>	NANELYN T. BONTOYAN & FATIMA CORINA A. ROBLES	<b>Week No.</b>	WEEK 3
	<b>Content</b>	I AM ME	<b>Quarter</b>	First

<b>PROCEDURES (BLOCKS OF TIME)</b>	<b>OBJECTIVES</b> Indicate the following: Developmental Domain (DD); Content Standards (CS); Performance Standards (PS); Learning Competency Code (LCC)	<b>CONTENT</b>				
		<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
ARRIVALTIME	<b>Developmental Domain(s):</b> Language, Literacy and Communication	Daily Routine: National Anthem Opening Prayer Exercise <i>Kamustahan</i> Attendance <i>Balitaan</i>	Daily Routine: National Anthem Opening Prayer Exercise <i>Kamustahan</i> Attendance <i>Balitaan</i>	Daily Routine: National Anthem Opening Prayer Exercise <i>Kamustahan</i> Attendance <i>Balitaan</i>	Daily Routine: National Anthem Opening Prayer Exercise <i>Kamustahan</i> Attendance <i>Balitaan</i>	Daily Routine: National Anthem Opening Prayer Exercise <i>Kamustahan</i> Attendance <i>Balitaan</i>
	<b>Content Standard:</b> The child demonstrates an understanding of increasing his/her conversation skills					
	<b>Performance Standard:</b> The child shall be able to confidently speaks and expresses his/her feelings and ideas in words that makes sense					
	<b>Learning Competency Code:</b> LLKVPD-1a-13, LLKOL-1a-1-2, LLKOL-1g-3 & 9, LLKOL-00-10					
MEETING TIME 1	<b>Developmental Domain(s):</b> Pagpapaunlad sa Kakayahang Sosyo-Emosyunal	<b>Message:</b> I have a name. I share part of my full name with my family. Some people have nicknames. <b>Question:</b> What is your name?	<b>Message:</b> Every child must have a name. Some names have special meanings. <b>Questions:</b> What does your name mean? Who chose your name?	<b>Message:</b> I am a boy. I am a girl. <b>Questions:</b> Who are the boys in class? Who are the girls in class?	<b>Message:</b> I am ____ years old. I have a birthday that tells the day I was born. <b>Questions:</b> How old are you? When is your birthday?	<b>Message:</b> I live in _____. <b>Question:</b> Where do you live?
	<b>Content Standard:</b> Ang bata ay nagkakaroon ng pag-unawa sa sariling ugali at damdamin					
	<b>Performance Standard:</b> Ang bata ay nagpapamalas ng Kakayahang kontrolin ang sariling damdamin at pag-uugali, gumawa ng desisyon at magtagumpay sa kanyang mga gawain.					
	<b>Learning Competency Code:</b> SEKPSE 00-1 SEKPSE – 1a – 1.1 SEKPSE – 1a – 1.2 SEKPSE – 1a – 1.3					

WORK PERIOD 1	<b>Developmental Domain(s):</b> <ul style="list-style-type: none"> <li>Pagpapaunlad sa Kakayahang Sosyo-Emosyunal</li> <li>Language, Literacy and Communication</li> </ul>	<b>Teacher Supervised:</b> Graph: How many letters are in your name?	<b>Teacher Supervised:</b> Graph: Longest Name	<b>Teacher Supervised:</b> Boy and Girl Chart	<b>Teacher Supervised:</b> Birthday Chart	<b>Teacher Supervised:</b> Community Map
	<b>Content Standard:</b> Ang bata ay nagkakaroon ng pag-unawa sa: <ul style="list-style-type: none"> <li>sariling ugali at damdamin</li> <li>similarities and differences in what he/she can see</li> </ul>					
	<b>Performance Standard:</b> Ang bata ay nagpapamalas ng: <ul style="list-style-type: none"> <li>kakayang kontrolin ang sariling damdamin at pag-uugali, gumawa ng desisyon at magtagumpay sa kanyang mga Gawain (I)</li> <li>critically observes and makes sense of things around him/her (II)</li> </ul>	<b>Independent Activities:</b> <ol style="list-style-type: none"> <li>1. Name Necklace</li> <li>2. Name Dot Designs (Yellow paint)</li> <li>3. Playdough: Make My Name</li> <li>4. Boy Girl Simple Puzzle</li> <li>5. Birthday Cake</li> </ol>	<b>Independent Activities:</b> <ol style="list-style-type: none"> <li>1. Name Necklace</li> <li>2. Name Dot Designs (Yellow paint)</li> <li>3. Playdough: Make My Name</li> <li>4. Boy Girl Simple Puzzle</li> <li>5. Birthday Cake</li> </ol>	<b>Independent Activities:</b> <ol style="list-style-type: none"> <li>1. Name Necklace</li> <li>2. Name Dot Designs (Yellow paint)</li> <li>3. Playdough: Make My Name</li> <li>4. Boy Girl Simple Puzzle</li> <li>5. Birthday Cake</li> </ol>	<b>Independent Activities:</b> <ol style="list-style-type: none"> <li>1. Name Necklace</li> <li>2. Name Dot Designs (Yellow paint)</li> <li>3. Playdough: Make My Name</li> <li>4. Boy Girl Simple Puzzle</li> <li>5. Birthday Cake</li> </ol>	<b>Independent Activities:</b> <ol style="list-style-type: none"> <li>1. Name Necklace</li> <li>2. Name Dot Designs (Yellow paint)</li> <li>3. Playdough: Make My Name</li> <li>4. Boy Girl Simple Puzzle</li> <li>5. Birthday Cake</li> </ol>
	<b>Learning Competency Code:</b> SEKPSE 00-1 SEKPSE – Ia – 1.1 SEKPSE – Ia – 1.2 SEKPSE – Ia – 1.3 LLKV-00-2					
MEETING TIME 2	<b>Developmental Domain(s):</b> Pagpapaunlad sa Kakayahang Sosyo-Emosyunal	<b>Message:</b> We see yellow objects around us.	<b>Show:</b> the graph: How many letters are in your name?	<b>Poem:</b> I love my Name	<b>Poem:</b> KaarawanKo	<b>Song:</b> Where are the boys? girls? 5 years old?
	<b>Content Standard:</b> Ang bata ay nagkakaroon ng pag-unawa sa sariling ugali at damdamin		<b>Questions:</b> Whose favorite color is yellow? What yellow objects do you see around you?	<b>Show:</b> Yellow Poster	<b>Questions:</b> When were you born? Who was born on ___?	
	<b>Performance Standard:</b> Ang bata ay nagpapamalas ng kakayang kontrolin ang sariling damdamin at pag-uugali, gumawa ng desisyon at magtagumpay sa kanyang mga gawain.		<b>Questions:</b> Whose name has the most number of letters? Whose name has the least number of letters? Whose names have the same number of letters?	<b>Activity:</b> Color Hunt		<b>Activity:</b> Rhyme Time
	<b>Learning Competency Code:</b> SEKPSE 00-1 SEKPSE – Ia – 1.1 SEKPSE – Ia – 1.2 SEKPSE – Ia – 1.3					
SUPERVISED RECESS	<b>Developmental Domain(s):</b> Pangangalaga sa Sariling Kalusugan at Kaligtasan					SNACK TIME (Teacher-Supervised)
	<b>Content Standard:</b> Ang bata ay nagkakaroon ng pag-unawa sa					

	<p>kakayahang pangalagaan ang sariling kalusugan at kaligtasan</p> <p><b>Performance Standard:</b> Ang bata ay nagpapamalas ng pagsasagawa ng mga pangunahing kasanayan ukol sapansarilingkalinisansa pang-araw-arawnapamuhay at pangangalaga para sasarilingkaligtasan</p> <p><b>Learning Competency Code:</b> KPKPKK-Ih-1</p>					
NAP TIME						
STORY	<p><b>Developmental Domain(s):</b> Book and Print Awareness</p> <p><b>Content Standard:</b> The child demonstrates an understanding of book familiarity, awareness that there is a story to read with a beginning and an end, written by author(s), and illustrated by someone</p> <p><b>Performance Standard:</b> The child shall be able to: use book – handle and turn the pages, take care of books, enjoy listening to stories repeatedly and may play pretend-reading and associates him/herself with the story</p> <p><b>Learning Competency Code:</b> LLKBPA-00-2 to 8</p>	<p><b>Story:</b> Si Digong Dilaw</p>	<p><b>Story:</b> Tiki-Tiki Tembo</p>	<p><b>Story:</b> Mahabang Mahabang Mahaba</p>	<p><b>Story:</b> A Surprise Birthday Gift</p>	<p><b>Story:</b> Mia's Birthday</p>
WORK PERIOD 2	<p><b>Developmental Domain(s):</b> Mathematics</p> <p><b>Content Standard:</b> The child demonstrates an understanding of the sense of quantity and numeral relations, that addition results in increase and subtraction results in decrease</p> <p><b>Performance Standard:</b> The child shall be able to perform simple addition and subtraction of up to 10 objects or pictures/drawings</p>	<p><b>Teacher Supervised:</b> Large Numeral Cards (1,2,3)</p> <p><b>Independent Activities:</b> 1. Block Play 2.Number Concentration (0-3) 3. Number Lotto (0-3) 4. Color Fishing Game</p>	<p><b>Teacher Supervised:</b> Large Numeral Cards (1,2,3)</p> <p><b>Independent Activities:</b> 1. Block Play 2.Number Concentration (0-3) 3. Number Lotto (0-3) 4. Color Fishing Game</p>	<p><b>Teacher Supervised:</b> Number Stations (quantities of 3)</p> <p><b>Independent Activities:</b> 1. Block Play 2.Number Concentration (0-3) 3. Number Lotto (0-3) 4. Color Fishing Game</p>	<p><b>Teacher Supervised:</b> Ilang Hakbang (Measuring Distance)</p> <p><b>Independent Activities:</b> 1. Block Play 2.Number Concentration (0-3) 3. Number Lotto (0-3) 4. Color Fishing Game</p>	<p><b>Teacher Supervised:</b> Ilang Hakbang (Measuring Distance)</p> <p><b>Independent Activities:</b> 1. Block Play 2.Number Concentration (0-3) 3. Number Lotto (0-3) 4. Color Fishing Game</p>

	<b>Learning Competency Code:</b> MKSC- 00-12 MKC-00-7 TO 8 MKC-00-2 TO 6 MKME-00-2	5.Playdough Numerals									
INDOOR/OUTDOOR PLAY	<b>Developmental Domain(s):</b> Kalusugang Pisikal at Pagpapaunlad ng Kakayahang Motor	Name Game	Your Name and Mine	Name Hops	Birthday Train	Ang Bilang ng Edad Ko					
	<b>Content Standard:</b> Ang bata ay nagkakaroon ng pag-unawa sa kanyang kapaligiran at naiuugnay dito ang angkop na paggalaw ng katawan										
	<b>Performance Standard:</b> Ang bata ay nagpapamalas ng mayos na galaw at koordinasyon ng mga bahagi ng katawan										
	<b>Learning Competency Code:</b> KPKGM-la-1 to 3.										
MEETING TIME 3	DISMISSAL ROUTINE										
<b>REMARKS</b>											
<b>REFLECTION</b>	Reflect on your teaching and assess yourself as a teacher. Think about your students' progress this week. What works? What else needs to be done to help the students learn? Identify what help your instructional supervisors can provide for you so when you meet them, you can ask them relevant questions.										
A. No. of learners who earned 80% in the evaluation.											
B. No. of learners who require additional activities for remediation.											
C. Did the remedial lessons work? No. of learners who have caught up with the lesson.											
D. No. of learners who continue to require remediation											
E. Which of my teaching strategies worked well? Why did these work?											
F. What difficulties did I encounter which my principal or supervisor can help me solve?											
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?											

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 <b>GRADES 1 to 12</b> <b>DAILY LESSON LOG</b>	<b>School</b>		<b>Grade Level</b>	Four
	<b>Teacher</b>	Ms. Marilou Vispo/Ms. Blessed Cahapay	<b>Learning Area</b>	MAPEH
	<b>Teaching Dates and Time</b>		<b>Quarter</b>	First

		Monday	Tuesday	Wednesday	Thursday	Friday
<b>I. OBJECTIVES</b>		Objectives must be met over the week and connected to the curriculum standards. To meet the objectives, necessary procedures must be followed and if needed, additional lessons, exercises and remedial activities may be done for developing content knowledge and competencies. These are assessed using Formative Assessment strategies. Valuing objectives support the learning of content and competencies and enable children to find significance and joy in learning the lessons. Weekly objectives shall be derived from the curriculum guides.				
<b>A. Content Standards</b>	Demonstrates understanding of concepts pertaining to rhythm and musical symbols	Demonstrate understanding of lines, texture and shapes, and balance of size and repetition of motifs/patterns through drawing				
<b>B. Performance Standards</b>	Creates rhythmic patterns in: 1. simple time signatures 2. simple one-measure ostinato pattern	-practice variety of culture in the community by way of attire, body accessories, religious practices & lifestyle. -create unique design of houses & other household objects used by cultural groups -write a comparative description of houses & utensils used by selected cultural groups from different provinces				
<b>C. Learning Competencies / Objectives</b> Write the LC code for each	Demonstrates the meaning of rhythmic patterns by clapping in time signature $\frac{3}{4}$ (MU4RH-Ic-4)  LAYUNIN: A. Napagssasama-sama ang mga note at rest ayon sa $\frac{3}{4}$ time signature B. Nakikilala ang pulsong may diin/accent at walang diin/unaccented	-appreciate the rich variety of cultural communities in the Philippines & their uniqueness 1.3-MINDANAO (A4EL-la)  LAYUNIN: A. Nakikilala ang kahalagahan ng mga kultural na pamayanhan sa Mindanao B. Nailalarawan ang ibat-ibang kultural na pamayanhan sa Mindanao ayon sa uri ng kanilang pananamit,	<b>LAYUNIN:</b> 1. Nasusunod ang kahalagahan sa kalusugan ng mga pagsubok sa sangkap ng physical fitness sa kalusugan  <b>LAYUNIN:</b> 2. Naisasagawa ang kahalagahan sa pagsubaybay sa sariling kakayahang gamit ang Physical Fitness Passport Card  3. Naisasagawa ang pagsubok sa sangkap ng physical fitness ayon sa nararapat na pamamaraan ng			

	Monday	Tuesday	Wednesday	Thursday	Friday
		<p>palamuti sa katawan, kaugalian tulad ng Maranao, Yakan at T'boli.</p> <p>C. Nakalikha ng isang likhang-sining na ginagamitan ngmga disenyo ng Mindanao.</p>	<p>mga ito</p> <p>4. Nakapagpapamalas ng pakikiisa sa paggawa ng pagsubok</p> <p>5. Naisasagawa ng may kaukulang pag-iingat ang mga pagsubok sa sangkap ng physical fitness</p>		
<b>II. CONTENT</b>	<p>Content is what the lesson is all about. It pertains to the subject matter that the teacher aims to teach. In the CG, the content can be tackled in a week or two.</p> <p>ARALIN 3:Ang Rhythmic Pattern at ang signature</p>	<p>ARALIN 3: Mga Disenyo sa Kultural na Pamayahan sa Mindanao</p>	<p>ARALIN 3: Ang Pagsubok sa mga Sangkap ng Physical Fitness (Pre-Test)</p>		
<b>III. LEARNING RESOURCES</b>	List the materials to be used in different days. Varied sources of materials sustain children's interest in the lesson and in learning. Ensure that there is a mix of concrete and manipulative materials as well as paper-based materials. Hands-on learning promotes concept development.				
A. References					
1. Teacher's Guide pages	11-14	<b>201-204</b>	<b>9-11</b>		
2. Learner's Materials pages	12-14	<b>154-157</b>			
3. Textbook pages					
4. Additional Materials from Learning Resource (LR) portal					
B. Other Learning Resources					
<b>IV. PROCEDURES</b>	These steps should be done across the week. Spread out the activities appropriately so that students will learn well. Always be guided by demonstration of learning by the students which you can infer from formative assessment activities. Sustain learning systematically by providing students with multiple ways to learn new things, practice their learning, question their learning processes, and draw conclusions about what they learned in relation to their life experiences and previous knowledge. Indicate the time allotment for each step.				
A. Reviewing previous lesson or presenting the new lesson	<p>Pagpapakita ng larawan ng mga note at rest upang maisagawa ang echo clapping. Isasagawa ito bilang pagsasanay. (Sumangguni sa TG p. 11)</p>	<p>Pagpapakita ng larawan ng Pilipinas upang tukuyin kung saang bahagi ng bansa matatagpuan ang mga larawan ng mga kagamitan. Isasagawa ito sa pamamagitan ng pagguhit ng linya tungo</p>	<p>-Naranasan n'yo na bang magsagawa ng Physical Fitness Test?</p> <p>Ano-ano ang mga sangkap ng physical fitness ?</p>		

	Monday	Tuesday	Wednesday	Thursday	Friday
		<p>sa mapa. (Sumangguni sa TG p. 202) <b><u>Balik-Aral</u></b></p> <p>Hal. Ng tanong:</p> <ol style="list-style-type: none"> <li>1. Ano-ano ang pagkakaiba at pagkakatulad ng mga disenyo na nakikita ninyo sa larawan?</li> <li>2. Bakit mahalaga na malaman natin kung saan matatagpuan sa Pilipinas ang mga kagamitan ito?</li> </ol>			
B. Establishing a purpose for the lesson		<p>Awitin ang "Umayka Ti Eskuela" mula sa Yunit I-Aralin 2</p> <p>Pangkatin ang mga note at rest upang makabuo ng <i>rhythm</i> ayon sa <i>time signature</i> (Sumangguni sa TG p. 11)</p> <p>Pagpapakita ng larawan ng iba't ibang katutubong disenyo na gawa ng mga pangkat-etniko sa Mindanao. (Sumangguni sa TG p. 202)<b><u>Pagganyak</u></b></p> <p>Hal. ng mga tanong:</p> <ol style="list-style-type: none"> <li>1. Ano ang nais ninyong malaman sa ating aralin batay sa mga lawarang inyong nakikita?</li> <li>2. Sa inyong palagay saang bahagi ng bansa makikita ang mga larawang ito?</li> <li>3. Ano ang masasabi ninyo sa mga larawang ipinakita?</li> <li>4. Ano-ano ang mga</li> </ol>	<p>Ipagawa ang nasa LM. Tiyaking nararamdaman ng mga mag-aaral ang kanilang pulso (Panimulang Gawain p. 10)</p> <p>Itanong ang sumusunod:</p> <ul style="list-style-type: none"> <li>-Mabilis ba ang iyong pulso? Sa tingin mo, bakit kaya mabilis o mabagal ito?</li> <li>-Ano ang maitutulong ng mga physical activity na ginagawa mo para mapauunlad ang pintig ng iyong puso?</li> </ul>		

	Monday	Tuesday	Wednesday	Thursday	Friday
		hugis, linya, at kulay na ginamit ng bawat pangkat-ethniko?			
C. Presenting examples/ instances of the new lesson	(Sumangguni sa TG. Panlinang na Gawain p. 12) -Ipakita ang tsart ng awiting "Baby Seeds" -Iparinig ang awitin. Ituro sa paraang note. -Awitin nang sabay-sabay ang "Baby Seeds" (Sumangguni sa TG p. 12-13)	Pagpapakita ng isang video clip o maaring larawan ng mga pangkat etniko ( Maranao, T'boli, Yakan) ukol sa kanilang pamayanahan at ipinagmamalaking obra na ang mga disenyo ay hango sa mga bagay sa kalikasan o sa kanilang kapaligiran.	-Ipaliwanag ang mga pagsubok ng physical fitness, ang halaga nito sa kalusugan, kailan ito isinasagawa (Pre-Test at Post- Test), at paano ito ginagawa. -Ipaliwanag din ang iba't ibang pagsubok na karaniwang ginagamit sa partikular na sangkap ng physical fitness. -Ipaunawa sa mga-aaral kung paano gagawin ang mga pagsubok.		
D. Discussing new concepts and practicing new skills #1	Itanong: -Ilang measure mayroon ang awit? -Ano-anong mga simbolo ng musika ang nasa loob ng mga measure? -Tukuyin ang mga note at rest na ginamit sa awitin. -Paano nabuo ang mga measure? -Ano ang time signature ng "Baby Seeds"? -Ilan ang bilang ng kumpas sa bawat measure?	-Ano-ano ang napansin ninyo sa video clip/ larawan? -May pagkakaiba ba ang kanilang mga disenyo? -Alin ang higit ninyong nagustuhan? Bakit? -Bakit nagkakaiba-iba o nagkakatulad ang mga disenyo ng mga pangkat etnikong nabanggit?	-Ano ang kahalagahan ng Physical Fitness Passport Card? -Bakit kailangang itala nang maayos ang pulso? -Paano maisasagawa ng maayos ang bawat pagsubok? -Ano-ano ang mga pagsubok na kailangang isagawa?		
E. Discussing new concepts and practicing new skills #2	Pangkatin ang klase:	-Hatiin ang klase sa tatlong pangkat. Bigyan	Hahanap ng kapareha ang mag-aaral upang		

	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>Unang Pangkat: Isulat ang mga note at rest ng awiting "Baby Seeds"</p> <p>Ikalawang Pangkat: Kukumpas habang umaawit ng "Baby Seeds"</p> <p>Ikatlong Pangkat: Umisip ng angkop na kilos ng katawan ayon sa <i>time signature</i>, upang bigyang buhay ang awiting "Baby Seeds"</p>	<p>ng kalayaang pumili ang bawat pangkat kung anong pamayanan mula sa mga pangkat etniko ang kanilang bibigyang buhay sa pamamagitan ng pagsasadula batay na rin sa napanood na video clip o ipinakitang lawaran. Bigyan ng sapat na panahon at ipakita sa klase ang nabuong konsepto.</p>	<p>isagawa ang mga pagsubok. Ang isa ay mag-sasagawa ng pagsubok at ang isa naman ay tagatala kung maayos na naisasagawa ang ito. Maaring magpalitan sa gawain ang dalawang mag-aaral at ipakita ito sa guro kung naisagawa ba nang maayos ang naturang pagsubok.</p> <p>(Unang araw at Pangalawang araw ng pagsubok)</p>		
F. Developing mastery (Leads to Formative Assessment 3)	<p>Mula sa awit na "Baby Seeds", lagyan ng naangkop na salita ang bawat rhythmic pattern. Isasagawa ng pangkatan sa pamamagitan ng isang laro. Paunahan makapaglagay ng mga salita na angkop sa rhythmic pattern.</p>	<p>-Gawaing Pansining (Sumangguni sa LM, GAWAIN p. 203)</p> <p>Ang mga mga-aaral ay guguhit ng ibat ibang disenyo mula sa mga kultural na pamayanan sa Mindanao. Ito ay gagamitan ng cotton buds na isasawsaw sa chlorine solution at iguguhit sa colored construction paper upang lumabas ang disenyo.</p>	<p>Iaayos ang mga estasyon ng pagsubok ayon sa pagkakasunod-sunod nito (Una at Pangalawang Araw ng Pagsubok) Ihanda ang kagamitang kailangan sa bawat estasyon (Sumangguni sa TG-Paglalapat p. 10)</p> <p>Note: Gabayan ang mag-aaral sabawat pagsubok.</p>		

	Monday	Tuesday	Wednesday	Thursday	Friday
G. Finding practical applications of concepts and skills in daily living	Lahat ng bagay na ginagawa natin sa araw-araw ay may kaugnay na <i>rhythm</i> at <i>pattern</i> . Ang pagtibok ng puso at ating paghinga ay may <i>rhythm</i> . Kahit ang ating paglakad o pagtakbo ay may kaugnay din na <i>rhythm</i> .	<p>Itanong:</p> <ol style="list-style-type: none"> <li>1. Ano ang naramdamang ninyo habang isinasagawa ang gawain?</li> <li>2. Anong kultural na pamayanang iyong isinagawa?</li> <li>3. Nagamit ba ninyo ang iba't ibang kulay, hugis, at linya sa inyong ginawang disenyo? Papaano?</li> <li>4. Paano ninyo maipagmamalaki ang mga katutubong disenyo ng iyong isinagawa?</li> <li>5. Saan maaaring gamitin ang mga disenyo ng katulad nito?</li> </ol>	<p>Itanong:</p> <ol style="list-style-type: none"> <li>1. Ano ang naidudulot ng pagsasagawa ng mga pagsubok na nabanggit?</li> <li>2. Ano ang kahalagahan ng warm-up at cooldown sa pagsubok?</li> <li>3. Bakit kinakailangang itala ang iskor sa pagsubok ng Physical Fitness?</li> <li>4. Paano mo hihikayatin ang isang mag-aaral na ayaw isagawa ang bawat pagsubok na nabanggit?</li> <li>5. Ano-ano pang mga physical activity ang isinasagawa mo upang mapauunlad ang estado ng iyong physical fitness?</li> </ol>		
H. Making generalizations and abstractions about the lesson	<p>Anong <i>time signature</i> ang binigyang pansin sa ating aralin?</p> <p>Paano nabubuo ang <i>rhythmic pattern</i>?</p>	<p>-Paano at saan makikilala ang isang kultural na pamayan o pangkat etniko?</p> <p>-Ano-anong kultural na pamayanang nabanggit sa ating</p>	<p>-Ano-ano ang mga sangkap ng Physical Fitness? Bakit isinasagawa ito? Kailan ito isinasagawa?</p> <p>-Saan itinatala ang iskor ng bawat pagsubok sa</p>		

	Monday	Tuesday	Wednesday	Thursday	Friday
		<p>talakayan?</p> <p>-Maipagmamalaki ba natin ito bilang isang Pilipino? Bakit?</p>	<p>Physical fitness?</p> <p>-Paano mapahahalagahan ang bawat pagsubok sa Physical Fitness? Ano-anong dapat isaalang-alang sa pag-sasagawa nito?</p>		
I. Evaluating learning	<p>Pangkatin ang mga note ayon sa <i>time signature</i> at batay sa tamang bigkas ng mga salita. Gumamit ng <i>barline</i>. (Sumangguni sa TG-Pagtataya p. 14)</p>	<p>-Sumangguni sa LM, SURIIN p. 156-157)</p>			
J. Additional activities for application or remediation	<p>Paggaparinining ng iba pang awitin sa <math>\frac{3}{4}</math> <i>time signature</i>. Pagbubuo ng mga <i>rhythmic pattern</i> batay sa mga note at rest na nakasulat na.</p>	<p>-Pagpapakita ng ilan pang larawan ng mga pangkat etnikong nabanggit sa talakayan kabilang na ang iba pa nilang disenyo o obra upang lubos na makilala at maunawaan ng mga mag-aaral.</p> <p>-Maaari ring magsagawa ng pagsasaliksik ang mga mag-aaral upang lubos na maunawaan ang aralin.</p>	<p>-Bigyan ng sapat na panahon ang mga mag-aaral na may bahagi/ pagsubok na kinahihirapan. Iparese sa mga-aaral na may kasanayan na sa bawat pagsubok.</p> <p>-Mahkaroon din ng panahon sa pagsasaliksik ukol sa kahuluganat kahalagahan ng body composition gayundin ang Body Mass Index (BMI) at kung paano matutugunan ang resulta nito batay sa taas at timbang.</p>		

	Monday	Tuesday	Wednesday	Thursday	Friday
V. REMARKS					
VI. REFLECTION	Reflect on your teaching and assess yourself as a teacher. Think about your students' progress this week. What works? What else needs to be done to help the students learn? Identify what help your instructional supervisors can provide for you so when you meet them, you can ask them relevant questions.				
A. No.of learners who earned 80% in the evaluation.					
B. No.of learners who require additional activities for remediation.					
C. Did the remedial lessons work? No.of learners who have caught up with the lesson.					
D. No.of learners who continue to require remediation					
E. Which of my teaching strategies worked well? Why did these work?					
F. What difficulties did I encounter which my principal or supervisor can help me solve?					
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?					

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GRADES 1 to 12 DAILY LESSON LOG (Pang-araw-araw na Tala sa Pagtuturo )	Paaralan	ORANBO ELEMENTARY SCHOOL	Antas	Grade 4	
	Guro	Flordelina T. Agang	Aisnatura	Filipino	
	Petsa/ Oras	August 21-25,2016/ 8:00 – 8:50 AM	Markahan	Second	
	Monday	Tuesday	Wednesday	Thursday	Friday
I. LAYUNIN	Tiyakin ang pagtatamo ng layunin sa bawat linggo na nakaangkla sa Gabay sa Kurikulum. Sundin ang pamamaraan upang matamo ang layunin, maaari ring magdagdag ng iba pang gawain sa paglinang ng Pamantayang Pangkalaman at Kasanayan. Tinataya ito gamit ang mga istratehiya ng <i>Formative Assessment</i> . Ganap na mahuhubog ang mga mag-aaral at mararamdam ang kahalegahan ng bawat aralin dahil ang mga layunin sa bawat linggo ay mula sa Gabay sa Kurikulum at huhubugin ang bawat kasanayan at nilalaman.				
A. Pamantayang Pangnilalaman	( Pakikinig) Naipamamalas ang kakayahan sa mapanuring pakikinig at pag-unawa sa napakinggan	( Pagsasalita) Naipamamalas ang kakayahan at tatas sa pagsasalita at pagpapahayag ng sariling ideya,kaisipan, karanasan at damdamin	(Pagsasalita) Naipamamalas ang kakayahan at tatas sa pagsasalita at pagpapahayag ng sariling ideya,kaisipan, karanasan at damdamin	(Pagsulat)Napapaunlad ang kasanayan sa pagsulat ng iba't-ibang uri ng sulatin	
B. Pamantayan sa Pagganap	Naisasakilos ang napakinggang kwento	Naisasalaysay muli ang binasang kwento	Naisasalaysay muli ang binasang kwento	Nakasusulat ng talatang naglalarawan	
C. Mga Kasanayan sa Pagkatuto <i>Isulat ang code ng bawat kasanayan</i>	F4PN-IIa-5 Nasasagot ang mga tanong mula sa napakinggang kwento  F4EP-IIa-c-6 Nagagamit ang mga patmatnubay na salita ng diksyunaryo Nuhuhulaan at naiugnay ang sariling karanasan sa napakinggang kuwento	F4PS-IIa-12.10 ( Gramatika) Nagagamit ang magagalang na pananalita sa iba't-ibang sitwasyon sa paghingi ng pahintulot.  F4PB-IIb-5.2 ( Pag-unawa sa Binasa ) Napagsundun ang mga pangyayari sa kwento sa pamamagitan ng mga tanong	F4WG-IIa-c-4 ( Gramatika) Nagagamit nang wasto ang pang-uri sa paglalarawan ng tao, bagay, lugar at pangyayari sa sarili at sa iba pang to sa pamayanan	F4PU-IIb-2.3 Nakasusulat ng liham paanyaya  F4PU-II-j-1 Naisusulat nang wasto ang baybay ng salitang natutuhan sa aralin at salitang hiram kaugnay ng ibang asignatura	Nakasusunod sa mga nakasulat na panuto
II. NILALAMAN	Ang nilalaman ay ang mga aralin sa bawat linggo. Ito ang paksang nilalayong ituro ng guro na mula sa Gabay sa Kurikulum. Maaari ito tumagal ng isa hanggang dalawang linggo.				Lingguhang Pagtuturo
	Pagtalakay sa maikling kuwento " May lakad Kami ni Tatay by Eugene Y.Evasco				

<b>KAGAMITANG PANTURO</b>	Itala ang mga Kagamitang Panturo gagamitin sa bawat araw. Gumamit ng iba't ibang kagamitan upang higit na mapukew ang interes at pagkatuto ng mga mag-aaral.				
<b>A. Sanggunian</b>					
1. Mga pahina sa Gabay ng Guro	103-104	105-106	106-107	107-108	109-110
2. Mga Pahina sa Kagamitang Pang-Mag-aaral	50-54	53-54	55	56	
3. Mga pahina sa Tekbuk					
4. Karagdagang Kagamitan mula sa portal ng Learning Resource	Maikling kuwento " May lakad Kami ni Tatay by Eugine Y.Evasco				
<b>B. Iba pang Kagamitang Panturo</b>					
<b>III. PAMAMARAAN</b>	Gawin ang pamamaraang ito ng buong linggo at tlyakin na may gawain sa bawat araw. Para sa holistikong pagkahubog, gabayan ang mga mag-aaral gamit ang mga istratehya ng <i>formative assessment</i> . Magbigay ng maraming pagkakataon sa pagtuklas ng bagong kaalaman, mag-isip ng analitikal at kusang magtaya ng dating kaalaman na inuugnay sa kaniliang pang-araw-araw na karanasan.				
<b>A. Balik- Aral sa nakaraang aralin at/o pag-sisimula ng bagong aralin.</b>	1. Pagbabaybay ( unang pagsusulit) 2. Paghawan ng balakid: Gawin ang Tuklasin Mo A. KM p.50	1. Pagbabaybay (Pagtuturo ng mga salita) 2. Paggamit ng post card.Ilarawan ito kung bakit mo ito nagustuhan.	1. Pagbabaybay ( Muling Pagsusulit)	1. Pagbabaybay (Muling pagtuturo ng mga salita)	Pagbabaybay
<b>B. Paghahabi sa layunin ng aralin</b>	Pagganyak at Pagganyak na tanong TG p.103		Pagganyak TM p 106	Pagganyak TG p.107	
<b>C. Pag-uugnay ng mga halimbawa sa bagong aralin</b>	Ipagawa ang Gawin Natin( Gabay na mga paunang tanong bago basahin ang kwento, TG pahina 103-104	Ipagawa ang Gawin Ninyo.KM p.53 A	Ipagawa ang Gawin Ninyo TG p. 107	Ipagawa ang Gawin Natin TG p. 107	
<b>D. Pagtalakay ng bagong konsepto at paglalahad ng bagong kasanayan #1</b>	Ipagawa ang Gawin Ninyo KM p.53	Ipagawa ang Gawin Mo.KM p.54	Ipagawa ang Gawin Mo TG p. 107	Ipagawa ang Gawin Ninyo TG p.107	
<b>E. Pagtalakay ng bagong konsepto at paglalahad ng bagong kasanayan #2</b>	Ipagawa ang Gawin Mo KM p.54			Ipagawa ang Gawin Mo TG p.107	
<b>F. Paglinang sa Kabilhasaan (Tungo sa Formative Assessment )</b>					

<b>G. Paglalapat ng aralin sa pang-araw-araw na buhay</b>	Paglalahat Saan-saan negpunta ang mag-ama? Gumawa ng mapa upang masagot ang mga tanong na ito.	Pagsasapuso Sagutin: Ano ang iyong sasabihin sa kasama mo kung may nais kang gawin sa iyong nagustuhang lugar.			Gawaing Pantahanan
<b>H. Paglalahat ng Aralin</b>			Paglalahat Kailan ginagamit ang pang-uri? Ipagawa ang Isaisip Mo KM p.55	Paglalahat Anu-anu ang dapat tandaan sa pagsulat ng isang liham? Gawin ang Isaisip Mo B. KM p. 56	Pagtatapos
<b>I. Pagtataya ng Aralin</b>					
<b>J. Karagdagang gawain para sa takdang-aralin at remediation</b>					
<b>IV. Mga Tala</b>					
<b>V. Pagninilay</b>	Magnify sa iyong mga istratehyang pagtuturo. Tayain ang paghubog ng iyong mga mag-aaral sa bawat linggo. Paano mo ito naisakatuparan? Ano pang tulong ang masari mong gawin upang ilia'y matulungan? Tukuyin ang masari mong itanong/lahad sa iyong supervisor sa anumang tulong na masari nilang ibigay sa iyo sa inyong pagkikita.				
A. Bilang ng mag-aaral na nakakuha ng 80% sa pagtataya.					
B. Bilang ng mag-aaral na nangangallangan ng iba pang gawain para sa remediation.					
C. Nakatulong ba ang remedial? Bilang ng mag-aaral na nakaunawa sa aralin.					
D. Bilang ng mga mag-aaral na magpapatuloy sa remediation?					
E. Alin sa mga istratehyang pagtuturo nakatulong ng lubos? Paano ito nakatulong?					
F. Anong suliranin ang aking naranasan na solusyon sa tulong ang aking punungguro at supervisor?					
G. Anong kagamitang panturo ang aking nadibuhos na nais kong ibahagi sa mga kapwa ko guro?					

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 <b>GRADES 1 to 12</b> <b>DAILY LESSON LOG</b>	<b>School</b>	Valenzuela NHS	<b>Grade Level</b>	Grade 7
	<b>Teacher</b>	Pinky Santos	<b>Learning Area</b>	English
	<b>Teaching Dates and Time</b>	July 25-29 / 8:00 – 9:00 AM	<b>Quarter</b>	First

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>I. OBJECTIVES</b>	Objectives must be met over the week and connected to the curriculum standards. To meet the objectives, necessary procedures must be followed and if needed, additional lessons, exercises and remedial activities may be done for developing content knowledge and competencies. These are assessed using Formative Assessment strategies. Valuing objectives support the learning of content and competencies and enable children to find significance and joy in learning the lessons. Weekly objectives shall be derived from the curriculum guides.				
A. Content Standards	The learner demonstrates understanding of: pre-colonial Philippine literature as a means of connecting to the past; various reading styles; ways of determining word meaning; the sounds of English and the prosodic features of speech; and correct subject-verb agreement.				
B. Performance Standards	The learner transfers learning by: showing appreciation for the literature of the past; comprehending texts using appropriate reading styles; participating in conversations using appropriate context-dependent expressions; producing English sounds correctly and using the prosodic features of speech effectively in various situations; and observing correct subject-verb agreement.				
C. Learning Competencies / Objectives Write the LC code for each	RC1a, LC1a	VD1a, RC1b	OL1a, WC1a, GS1a		GS1a, RC1c, SS1a
<b>II. CONTENT</b>	Content is what the lesson is all about. It pertains to the subject matter that the teacher aims to teach. In the CG, the content can be tackled in a week or two.	Selected Philippine Proverbs, Recorded Speech and Dialogues	Selected Philippine Proverbs, Recorded Speech and Dialogues	Selected Philippine Proverbs, Recorded Speech and Dialogues	Selected Philippine Proverbs, Recorded Speech and Dialogues
<b>III. LEARNING RESOURCES</b>	List the materials to be used in different days. Varied sources of materials sustain children's interest in the lesson and in learning. Ensure that there is a mix of concrete and manipulative materials as well as paper-based materials. Hands-on learning promotes concept development.				
A. References					
1. Teacher's Guide pages	p. 5-6	p. 7	p. 7-10		p. 10-11
2. Learner's Materials pages	p. 3-7	p. 4-8	p. 8-9		p. 9-10
3. Textbook pages					
4. Additional Materials from Learning Resource (LR) portal					
B. Other Learning Resources	CD recording of listening inputs, Writing implements, Copies of pair speaking-listening task				CD recording of listening inputs, Writing implements, Copies of pair speaking-listening task
<b>IV. PROCEDURES</b>	These steps should be done across the week. Spread out the activities appropriately so that students will learn well. Always be guided by demonstration of learning by the students which you can infer from formative assessment activities. Sustain learning systematically by providing students with multiple ways to learn new things, practice their learning, question their learning processes, and draw conclusions about what they learned in relation to their life experiences and previous knowledge. Indicate the time allotment for each step.				
A. Reviewing previous lesson or presenting the new lesson	Elicit student generalizations about differences in voice levels and speech patterns that affect our understanding of what we listen to	Show a visual thesaurus for the key concept in their reading selection. Ask for students' awareness of the words in the visual thesaurus.	Have the students practice fundamentals of proper oral reading.		Recall awareness of the various sections of the school's library vis-à-vis the types of information they have located.
B. Establishing a purpose for the lesson	Ask students to make inferences about what was	Explore their awareness of a thesaurus as a helpful tool in	Ask students about the important considerations when		Elicit from the students their observations, with particular

	Monday	Tuesday	Wednesday	Thursday	Friday
	listened to using the grid.	learning synonyms and antonyms.	listening to people who are speaking.		focus on the subjects and verbs of the sentences.
C. Presenting examples/ instances of the new lesson	Discuss differences in voice levels and speech patterns.	Ask for students' awareness of the words in the visual thesaurus.			
D. Discussing new concepts and practicing new skills #1	Perform Task 2 in LM p. 4	Perform Task 3 in LM p. 4	Perform Given Tasks - TG p. 7 – 9; Task 3 in LM p. 8; Task in TG p. 9		Perform Task in TG p. 10; Task 4 and 5 in LM p. 9; Tasks in TG p.11
E. Discussing new concepts and practicing new skills #2		Perform Given Task - TG p. 6			
F. Developing mastery (Leads to Formative Assessment 3)	Answer the Guide Questions (5min.)	Discuss the answers in the exercises given	Have the students practice fundamentals of proper oral reading.		Discuss the answers in the exercises given
G. Finding practical applications of concepts and skills in daily living	Cite instances that people need to apply voice levels and speech patterns in order to be understood.	Give instances that we need to use visual thesaurus.	Cite instances that people need to apply voice levels and speech patterns in order to be understood.		Cite situations showing the importance of following the rules concerning subject-verb agreement.
H. Making generalizations and abstractions about the lesson	Have the students make generalizations about differences in voice levels and speech patterns affecting our understanding of what we listen to.	Summarize the day's discussion.	Summarize the features of oral language.		Have students make generalizations concerning the rules concerning subject-verb agreement.
I. Evaluating learning	Ask the students to create a skit showing the importance of voice levels and speech patterns. Evaluate them through a rubric.	Give a paragraph and let the students find the synonyms/antonyms of words using a visual thesaurus	Have the students read paragraphs orally.		Have the students answer a task observing the rules on subject-verb agreement.
J. Additional activities for application or remediation		Give additional words that can be used in a visual thesaurus			
V. REMARKS	English 7 subject is taken only for four (4) times a week with one (1hr) per meeting. Thursday is a non-meeting day with the class.				
VI. REFLECTION	Reflect on your teaching and assess yourself as a teacher. Think about your students' progress this week. What works? What else needs to be done to help the students learn? Identify what help your instructional supervisors can provide for you so when you meet them, you can ask them relevant questions.				
A. No. of learners who earned 80% in the evaluation.					
B. No. of learners who require additional activities for remediation.					

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

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 GRADES 1 to 12 DAILY LESSON LOG	<b>School</b>	VNHS	<b>Grade Level</b>	Grade 9
	<b>Teacher</b>	MR. J.R.ABREA	<b>Learning Area</b>	Science
	<b>Teaching Dates and Time</b>	Jan 25-29 / 8:00 – 8:50 AM	<b>Quarter</b>	Fourth

		Monday	Tuesday	Wednesday	Thursday	Friday	
<b>I. OBJECTIVES</b>		Objectives must be met over the week and connected to the curriculum standards. To meet the objectives, necessary procedures must be followed and if needed, additional lessons, exercises and remedial activities may be done for developing content knowledge and competencies. These are assessed using Formative Assessment strategies. Valuing objectives support the learning of content and competencies and enable children to find significance and joy in learning the lessons. Weekly objectives shall be derived from the curriculum guides.					
A. Content Standards		<ul style="list-style-type: none"> <li>Describe the momentum of an object</li> <li>Identify factors that affect momentum</li> </ul>	<ul style="list-style-type: none"> <li>Define momentum of an object operationally</li> <li>Perform mathematical computation in solving momentum</li> </ul>	<ul style="list-style-type: none"> <li>Describe impulse of an object</li> <li>Relate impulse and momentum</li> </ul>	<ul style="list-style-type: none"> <li>Define impulse of an object operationally</li> <li>Perform mathematical computation in solving impulse</li> </ul>	Perform real-life situations that relate impulse and momentum	
B. Performance Standards		Proposed ways to enhance sports related to momentum		Proposed ways to lessen damage during collision			
C. Learning Competencies / Objectives Write the LC code for each		S9FE-IVb-36		S9FE-IVb-37			
<b>II. CONTENT</b>		Content is what the lesson is all about. It pertains to the subject matter that the teacher aims to teach. In the CG, the content can be tackled in a week or two.					
		Momentum and Factors affecting Momentum	Mathematical description of momentum	Impulse and Relationship between momentum and Impulse	Mathematical description of impulse	Relationship of momentum and impulse in daily life	
<b>III. LEARNING RESOURCES</b>		List the materials to be used in different days. Varied sources of materials sustain children's interest in the lesson and in learning. Ensure that there is a mix of concrete and manipulative materials as well as paper-based materials. Hands-on learning promotes concept development.					
A. References							
1. Teacher's Guide pages		pp. 238-239	pp. 239	pp. 240	pp. 240		
2. Learner's Materials pages		pp. 305-306	pp. 307	pp. 308-310	pp. 311		
3. Textbook pages							
4. Additional Materials from Learning Resource (LR) portal		BEAMLearning Guide Physics-4th Year Energy in Transportation Put It into Motion		APEXPhysics Unit 3 Chapter 1 LP 10 Momentum			
B. Other Learning Resources							
<b>IV. PROCEDURES</b>		These steps should be done across the week. Spread out the activities appropriately so that students will learn well. Always be guided by demonstration of learning by the students which you can infer from formative assessment activities. Sustain learning systematically by providing students with multiple ways to learn new things, practice their learning, question their learning processes, and draw conclusions about what they learned in relation to their life experiences and previous knowledge. Indicate the time allotment for each step.					
A. Reviewing previous lesson or presenting the new lesson		Recall variables such as velocity, speed, acceleration and mass(3 min)	Recall the factors affecting momentum. (3min)	Ask the students to simulate people's reactions when riding as bus/car as it suddenly stops, turns direction, and collides with other car. (3min)	Recall the previous activity on egg-catching. Ask what will happen to the egg if it hits a brick or a curtain. Students may draw their answers then explain orally. (3 min)	Recall conceptual definition of momentum and impulse. (5min)	
B. Establishing a purpose for the lesson		Show picture of colliding vehicles. Elicit explanation of the damage done. Ask factors that would make the damage lesser/greater. Ask of students familiarization of the word "Momentum", ask them how it is used in daily conversation (5 min)	Demonstrate activity in LM pp 306 on two toy cars Introduce the equations for solving momentum mathematically. (7 min)	Ask students on the importance of seatbelts in inflatable airbags in cars. (3min)	Identify the factors involved in change in momentum or impulse. Introduce equation for solving impulse. (5 min)	Relate momentum and impulse in various everyday real-life situations. (Ex. Sports, transportation)(5min)	

	Monday	Tuesday	Wednesday	Thursday	Friday
C. Presenting examples/ instances of the new lesson	Discuss momentum. (10 min)	Give and discuss at least three examples of situation/problems in momentum (5 min)	Ask the students on how momentum of an object can change based on their simulation activity. (3min)	Give and discuss at least three examples of problems in impulse (10 min)	
D. Discussing new concepts and practicing new skills #1	Perform Activity 6 in LM p. 305 ; and Discuss Table 8 of the Activity 6. (20 min)	Do the exercise in LM pp 307 (choose items which will be solved individually) (10min)	Perform Activity 7 in LM pp. 309 (20 min)	Assign word problems to be solved individually (10 min)	Students will prepare and present short presentation/play that will show application of momentum and impulse in real-life situations. (30 min)
E. Discussing new concepts and practicing new skills #2		Do the exercise in LM pp 307 (choose items which will be solved by pair) (10min)		Assign word problems by group (10 min)	
F. Developing mastery (Leads to Formative Assessment 3)	Answer the Guide Questions (5 min)	Discuss the answers in the exercise given (5 min)	Answer and discuss the Guide Questions (5 min)	Answer and discuss the assigned problems orally (5 min)	
G. Finding practical applications of concepts and skills in daily living	Cite the applications of momentum in sports (5 min)		Cite the applications of impulse when objects collide (3min)		
H. Making generalizations and abstractions about the lesson	Re-discuss the pictures which was shown in the beginning of the class using momentum concept (3 min)	Answer LM pp. 307 (conceptual) (5min)	Re-discuss the use of seatbelts and airbags using impulse concepts (3min)	Ask students to generalize the relationship between impulse to force and time.(3min)	
I. Evaluating learning	Ask students of more examples of situations involving momentum or Give short multiple-choice test. (5 min)	Answer LM pp. 308 (problems) (5min)	Give short situational multiple-choice test on impulse. (5min)	Give one or two word problems in for evaluation (5 min)	Evaluate each group presentation through a rubric (5 min)
J. Additional activities for application or remediation		Give additional word problems if needed		Give additional word problems if needed	
V. REMARKS					
VI. REFLECTION	Reflect on your teaching and assess yourself as a teacher. Think about your students' progress this week. What works? What else needs to be done to help the students learn? Identify what help your instructional supervisors can provide for you so when you meet them, you can ask them relevant questions.				
A. No.of learners who earned 80% on the formative assessment					
B. No.of learners who require additional activities for remediation					
C. Did the remedial lessons work? No.of learners who have caught up with the lesson.					
D. No.of learners who continue to require remediation					
E. Which of my teaching strategies worked well? Why did these work?					
F. What difficulties did I encounter which my principal or supervisor can help me solve?					
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?					

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 <b>GRADES 1 to 12</b> <b>DAILY LESSON LOG</b>	<b>School</b>	DepEd - Central Office	<b>Grade Level</b>	10
	<b>Teacher</b>	Ernani O. Jaime	<b>Learning Area</b>	EsP
	<b>Teaching Dates and Time</b>	June 20-24 / 7:00 – 8:00 AM	<b>Quarter</b>	First

	Monday ( June 20, 2016 )	Tuesday ( June 21, 2016 )	Monday ( June 27, 2016 )
<b>I. LAYUNIN</b>	<p>Objectives must be met over the week and connected to the curriculum standards. To meet the objectives, necessary procedures must be followed and if needed, additional lessons, exercises and remedial activities may be done for developing content knowledge and competencies. These are assessed using Formative Assessment strategies. Valuing objectives support the learning of content and competencies and enable children to find significance and joy in learning the lessons. Weekly objectives shall be derived from the curriculum guides.</p>		
A. Pamantayang Pangnilalaman	Naipamamalas ng mag-aaral ang pag-unawa sa mga konsepto tungkol sa pagpapakatao at pagkatao ng tao upang makapagpasiya at kumilos nang may preferensiya sa kabutihan		
B. Pamantayan sa Pagganap	Nailalapat ng magaaral ang mga tiyak na hakbang upang paunlarin ang mga katangian ng pagpapakatao		
C. Mga Kasanayan sa Pagkatuto <i>Isulat ang code ng bawat kasanayan</i>	<ol style="list-style-type: none"> <li>Natutukoy ang mga katangian ng pagpapakatao. EsP10MP -la-1.1</li> <li>Nasusuri ang sarili kung anong katangian ng pagpapakatao ang makatutulong sa pagtupad ng iba't ibang papel sa buhay (upang magampanan ang kaniyang misyon sa buhay). EsP10MP -la-1.2</li> <li>Napapatunayan na ang pag-unlad sa mga katangian ng pagpapakatao ay instrumento sa pagganap ng tao sa kaniyang misyon sa buhay tungo sa kanyang kaligayahan. EsP10MP -la-1.3</li> <li>Nailalapat ang mga tiyak na hakbang upang paunlarin ang mga katangian ng pagpapakatao. EsP10MP -la-1.4</li> </ol>		
<b>II. NILALAMAN</b>	<p>Content is what the lesson is all about. It pertains to the subject matter that the teacher aims to teach. In the CG, the content can be tackled in a week or two.</p> <p>Module 1 - Ang mga Katangian ng Pagpapakatao</p>		
<b>KAGAMITANG PANTURO</b>	<p>List the materials to be used in different days. Varied sources of materials sustain children's interest in the lesson and in learning. Ensure that there is a mix of concrete and manipulative materials as well as paper-based materials. Hands-on learning promotes concept development.</p>		
A. Sanggunian			
1. Mga pahina sa Gabay ng Guro	pp. 1 – 10		
2. Mga Pahina sa Kagamitang Pang-Mag-aaral	pp. 1 – 19		
3. Mga pahina sa Teksbuk			
4. Karagdagang Kagamitan mula sa portal ng Learning Resource			
B. Iba pang Kagamitang Panturo			
<b>III. PAMAMARAAN</b>	<p>These steps should be done across the week. Spread out the activities appropriately so that students will learn well. Always be guided by demonstration of learning by the students which you can infer from formative assessment activities. Sustain learning systematically by providing students with multiple ways to learn new things, practice their learning, question their learning processes, and draw conclusions about what they learned in relation to their life experiences and previous knowledge. Indicate the time allotment for each step.</p>		
A. Balik- Aral sa nakaraang aralin at/o pagsisimula ng bagong aralin.	Pagtalakay sa pahina 1 ng LM		
B. Paghahabi sa layunin ng aralin			
C. Pag-uugnay ng mga halimbawa sa bagong aralin	Ipagawa ang gawain 1 at 2 ( LM pp. 4-6)		
D. Pagtalakay ng bagong konsepto at paglalahad ng bagong kasanayan #1			
<p>* Pagbibigay ng pamprosesong mga tanong.</p>			

	Monday ( June 20, 2016 )	Tuesday (June 21, 2016)	Monday ( June 27, 2016 )
E. Pagtalakay ng bagong konsepto at paglalahad ng bagong kasanayan #2	* Gamiting gabay ang mga tanong na matatagpuan sa LM. (pp. 5 – 6)		
F. Paglinang sa Kabihasaan (Tungo sa Formative Assessment)	Talakayin ang mga kasanayan sa Gawain 1 & 2.		
G. Paglalapat ng aralin sa pang-araw-araw na buhay	Ipagawa ang gawain 6 ( LM p. 19)		
H. Paglalahat ng Aralin	*Pagpapalalim ng konsepto (LM pp. 9-16, TG 5-6) *Paghinuha sa Batayang Konsepto (TG p. 7)		
I. Pagtataya ng Aralin	Gamitin ang rubrics para sa mga gawain o Ibigay ang pagsusulit para sa Modyul 1		
J. Karagdagang gawain para sa takdang-aralin at <i>remediation</i>	Maaaring ipagawa sa mga mag-aaral ang gawain 5 ( LM p. 18)		
<b>IV. Mga Tala</b>			
V. Pagninilay	Reflect on your teaching and assess yourself as a teacher. Think about your students' progress this week. What works? What else needs to be done to help the students learn? Identify what help your instructional supervisors can provide for you so when you meet them, you can ask them relevant questions.		
A. Bilang ng mag-aaral na nakakuha ng 80% sa pagtataya.			
B. Bilang ng mag-aaral na nangangailangan ng iba pang gawain para sa <i>remediation</i> .			
C. Nakatulong ba ang <i>remedial</i> ? Bilang ng mag-aaral na nakaunawa sa aralin.			
D. Bilang ng mga mag-aaral na magpapatuloy sa <i>remediation</i> ?			
E. Alin sa mga istrategiyang pagluturo nakatulong ng lubos? Paano ito nakatulong?			
F. Anong suliranin ang aking naranasan na solusyon sa tulog ang aking punungguro at superbisor?			
G. Anong kagamitang pariture ang aking nadibuhon na nais kong ibahagi sa mga kapwa ko guro?			

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 <b>GRADES 1 to 12</b> <b>DAILY LESSON LOG</b>	<b>School</b>	REGIONAL LEAD SCHOOL FOR THE ARTS IN ANGONO	<b>Grade Level</b>	GRADE 11
	<b>Teacher</b>	AILEEN ISIDRO-CARBONELL	<b>Learning Area</b>	RESEARCH IN DAILY LIFE
	<b>Teaching Dates and Time</b>	July 11-15 / 8:00 – 10:00 AM	<b>Quarter</b>	First

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>I. OBJECTIVES</b>	Objectives must be met over the week and connected to the curriculum standards. To meet the objectives, necessary procedures must be followed and if needed, additional lessons, exercises and remedial activities may be done for developing content knowledge and competencies. These are assessed using Formative Assessment strategies. Valuing objectives support the learning of content and competencies and enable children to find significance and joy in learning the lessons. Weekly objectives shall be derived from the curriculum guides.				
A. Content Standards	The learner demonstrates understanding of: a. the criteria in selecting, citing, and synthesizing related literature, b. ethical standards in writing				
B. Performance Standards	The learner is able to: select, cite, and synthesize properly related literature use sources according to				
C. Learning Competencies / Objectives Write the LC code for each	The learner: 1. selects relevant literature, 2.cites related literature using standard style (APA, MLA or Chicago Manual of Style)				
<b>II. CONTENT</b>	Content is what the lesson is all about. It pertains to the subject matter that the teacher aims to teach. In the CG, the content can be tackled in a week or two.  Learning from Others and Reviewing the Literature				
<b>III. LEARNING RESOURCES</b>	List the materials to be used in different days. Varied sources of materials sustain children's interest in the lesson and in learning. Ensure that there is a mix of concrete and manipulative materials as well as paper-based materials. Hands-on learning promotes concept development.				
A. References					
1. Teacher's Guide pages					
2. Learner's Materials pages					
3. Textbook pages	Sampa, Elias M., Rudiments of Qualitative Research Designs and Analyses: Part VII: Using APA, Rex Bookstore, 2012 Pp 88-95				
4. Additional Materials from Learning Resource (LR) portal					
B. Other Learning Resources	PowerPoint Presentation: Review of Literature <ul style="list-style-type: none"> <li>Leedy, Paul (1998). Practical Research, Chapter 3</li> <li><a href="http://www.utoronto.ca/writing/litrev.html">http://www.utoronto.ca/writing/litrev.html</a></li> <li><a href="http://www.wisc.edu/writing/Handbook/ReviewofLiterature.html">http://www.wisc.edu/writing/Handbook/ReviewofLiterature.html</a></li> </ul> MLA Style Research Paper <a href="http://www.ccc.commnet.edu/library/mla.pdf">http://www.ccc.commnet.edu/library/mla.pdf</a>				
<b>IV. PROCEDURES</b>	These steps should be done across the week. Spread out the activities appropriately so that students will learn well. Always be guided by demonstration of learning by the students which you can infer from formative assessment activities. Sustain learning systematically by providing students with multiple ways to learn new things; practice their learning, question their learning processes, and draw conclusions about what they learned in relation to their life experiences and previous knowledge. Indicate the time allotment for each step.				
A. Reviewing previous lesson or presenting the new lesson	Activity#1: Categorizing  The class will be presented with a pool of information and category. As a group, they are to identify which data belongs to what category. Students will be asked to justify their answers. Follow questions could be asked to further elaborate the given ideas.	Review of the previous lesson			

	Monday	Tuesday	Wednesday	Thursday	Friday
B. Establishing a purpose for the lesson		Cites related literature using standard styles			
C. Presenting examples/instances of the new lesson	Discussion on Review of Related Literature	Sample of Standard Styles: APA, MLA			
D. Discussing new concepts and practicing new skills #1	Activity#2: "Sourcing the Sources"  Activity sheet will be distributed among students, guide questions in likewise indicated.	Literature Review Techniques			
E. Discussing new concepts and practicing new skills #2					
F. Developing mastery (Leads to Formative Assessment 3)	Activity#3: True or False  Six prepared questions are to be asked to the students. Questions are important concepts in the Review of Related Literature	Literature Review Summary			
G. Finding practical applications of concepts and skills in daily living		Activity #4: "Decoding the Quote"  (Activity sheet will be designed by the teacher)  The difficulty of literature is not to write, but to write what you mean; not to affect reader, but to affect him precisely as you wish—Robert Louis Stevenson			
H. Making generalizations and abstractions about the lesson	By undertaking a literature review we are able to critically summarize the current knowledge in the area under investigation, identifying any strengths and weaknesses in previous work, so helping us to identify them in your own research. A good and full literature search will provide the context within which to place the study.				
I. Evaluating learning		Formative Examination			
J. Additional activities for application or remediation		Activity #5: Library Work/Independent Learning			

	Monday	Tuesday	Wednesday	Thursday	Friday
		Given a sample research problem/statement, the students will submit related literature from different sources and properly written in the agreed style  Evaluation of students output using rubrics			
<b>V. REMARKS</b>	Research in Daily Life is taken only twice a week by the students with two (2) hours per meeting.				
<b>VI. REFLECTION</b>	Reflect on your teaching and assess yourself as a teacher. Think about your students' progress this week. What works? What else needs to be done to help the students learn? Identify what help your instructional supervisors can provide for you so when you meet them, you can ask them relevant questions.				
A. No.of learners who earned 80% in the evaluation.					
B. No.of learners who require additional activities for remediation.					
C. Did the remedial lessons work? No.of learners who have caught up with the lesson.					
D. No.of learners who continue to require remediation					
E. Which of my teaching strategies worked well? Why did these work?					
F. What difficulties did I encounter which my principal or supervisor can help me solve?					
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?					

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 <b>MULTIGRADE DAILY LESSON LOG</b>	<b>School</b>		<b>Grade Level(s)</b>	Grade 3, 4 & 5
	<b>Teacher</b>		<b>Learning Area</b>	Science
	<b>Teaching Dates and Time</b>	July 18-22, 2015	<b>Quarter</b>	First

	<b>Grade: 3</b>					<b>Grade: 4</b>					<b>Grade: 5</b>														
	Learning Area : Science					Learning Area : Science					Learning Area : Science														
	Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday										
<b>I. OBJECTIVES</b>	Objectives must be met over the week and connected to the curriculum standards. To meet the objectives, necessary procedures must be followed and if needed, additional lessons, exercises and remedial activities may be done for developing content knowledge and competencies. These are assessed using Formative Assessment strategies. Valuing objectives support the learning of content and competencies and enable children to find significance and joy in learning the lessons. Weekly objectives shall be derived from the curriculum guides.																								
A. Content Standards	The learners demonstrate understanding of ways of sorting materials and describing them as solid, liquid or gas based on observable properties.					The Learners demonstrate understanding of grouping different materials based on their properties.					The Learners demonstrate understanding of... properties of materials to determine whether they are useful or harmful														
B. Performance Standards	The Learners should be able to group common objects found at home and in school according to solids, liquids and gas.					The Learners should be able to recognize and practice proper handling of products.					The Learner uses local, recyclable solid and/or liquid materials in making useful products														
C. Learning Competencies / Objectives (Write the LC code for each)	Describe different objects based on their characteristics. - <b>S3MT-lab-1</b>					Classify materials based on the ability to absorb water, float, sink, undergo decay. – <b>S4MT-la- 1</b>					Use the properties of materials whether they are useful or harmful - <b>S5MT-lab-1</b>														
<b>II. CONTENT</b>	Characteristics of solids, liquids, and gases					Properties used to group and store materials					Useful or harmful materials.														
<b>III. LEARNING RESOURCES</b>	List the materials to be used in different days. Varied sources of materials sustain children's interest in the lesson and in learning. Ensure that there is a mix of concrete and manipulative materials as well as paper-based materials. Hands-on learning promotes concept development.																								
A. References																									
1. Teacher's Guide pages	TG pp. 1-3					TG pp. 2-11					TG pp.														
2. Learner's Materials pages	LM p. 12					LM pp. 2-10					LM pp.														
3. Textbooks pages	-----																								
4. Additional Materials from Learning Resource (LR) portal	> Learning Guide in Science & Health :Mixtures BEAM – Grade 3 Unit 4 Materials LG – Science 3 Materials Module 1					-----					-----														
B. Other Learning Resources	-----																								
<b>IV. PROCEDURES</b>	These steps should be done across the week. Spread out the activities appropriately so that students will learn well. Always be guided by demonstration of learning by the students which you can infer from formative assessment activities. Sustain learning systematically by providing students with multiple ways to learn new things, practice their learning, question their learning processes, and draw conclusions about what they learned in relation to their life experiences and previous knowledge. Indicate the time allotment for each step.																								
A. Reviewing previous lesson or presenting the						> Self – directed activity ( Roaming around and listing of materials they see inside the					> Recall the objects presented day/s before and show more objects.														

<b>new lesson</b>		<b>classroom)</b>	
<b>B. Establishing a purpose for the lesson</b>	<ul style="list-style-type: none"> <li>➤ Use TGs background information for initial discussion.</li> <li>➤ Observing around the classroom and pick some objects.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Filling up the chart of the materials whether solid, liquid, gas.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Let the student classify them accordingly.</li> </ul>
<b>C. Presenting examples/ instances of the new lesson</b>	<ul style="list-style-type: none"> <li>➤ Game: "Group objects, identifying and describing physical characteristics of objects".</li> </ul>	<ul style="list-style-type: none"> <li>➤ Perform activity 1, 2, &amp; 3 - LM pp. 2-10</li> <li>➤ The activity may be done separately by each group / by station</li> </ul>	<ul style="list-style-type: none"> <li>➤ Group work – give the activity sheet.</li> </ul>
<b>D. Discussing new concepts and practicing new skills #1</b>	<ul style="list-style-type: none"> <li>➤ Utilize LM p. 12.</li> <li>➤ Observing around the classroom and pick some objects.</li> </ul>		<ul style="list-style-type: none"> <li>➤ Group work – give the activity sheet.</li> </ul>
<b>E. Discussing new concepts and practicing new skills #2</b>			
<b>F. Developing mastery (Leads to Formative Assessment 3)</b>	<ul style="list-style-type: none"> <li>➤ Provide questions for the activity.</li> <li>➤ Discussing the data</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ponder on guide questions of each activity sheet.</li> <li>➤ Utilize the TG pp. 3,4,6 &amp; 8</li> </ul>	<ul style="list-style-type: none"> <li>➤ Utilize the questions from the activity sheet.</li> <li>➤ Give more follow up questions</li> </ul>
<b>G. Finding practical applications of concepts and skills in daily living</b>	<ul style="list-style-type: none"> <li>➤ Name game – Describing different objects based on their characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ask the students to classify materials / objects that can absorb water, float, sink, undergo decay.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Allow the students to determine the use of each material presented.</li> </ul>
<b>H. Making generalizations and abstractions about the lesson</b>	<ul style="list-style-type: none"> <li>➤ Using power point presentation, students would be able to generalize / make an abstraction.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Employ graphic organizers as a form of generalization.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use concept mapping.</li> </ul>
<b>I. Evaluating learning</b>	<ul style="list-style-type: none"> <li>➤ Give the prepared evaluation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Give the prepared evaluation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Give the prepared evaluation</li> </ul>
<b>J. Additional activities for application or remediation</b>	<ul style="list-style-type: none"> <li>➤ Getting one object telling its characteristics based on the ability.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Role play on what material use to prevent wet.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Game play of Characteristics.</li> </ul>

<b>V. REMARKS</b>												
<b>VI. REFLECTION</b>	Reflect on your teaching and assess yourself as a teacher. Think about your students' progress this week. What works? What else needs to be done to help the students learn? Identify what help your instructional supervisors can provide for you so when you meet them, you can ask them relevant questions.											
A. No.of learners who earned 80% on the formative assessment												
B. No.of learners who require additional activities for remediation.												
C. Did the remedial lessons work? No.of learners who have caught up with the lesson.												
D. No.of learners who continue to require remediation												
E. Which of my teaching strategies worked well?Why did these work?												
F. What difficulties did I encounter which my principal or supervisor can help me solve?												
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?												

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*Note: The third column can be removed for two – grade level combination class.*

 <b>ALTERNATIVE LEARNING SYSTEM</b> <b>WEEKLY LESSON LOG</b>	<b>Community Learning Center (CLC)</b>	Orambo CLC	<b>Program</b>	Accreditation and Equivalency (A&E)
	<b>Learning Facilitator</b>	Rene B. Agustin	<b>Literacy Level</b>	Elementary Level
	<b>Month and Quarter</b>	February	<b>Learning Strand</b>	LS 1 – Communication Skills

	<b>Week No.</b>	<b>Week No.</b>
<b>I. OBJECTIVES</b>	Objectives must be met over the week and connected to the curriculum standards. To meet the objectives, necessary procedures must be followed and if needed, additional lessons, exercises and remedial activities may be done for developing content knowledge and competencies. These are assessed using Formative Assessment strategies. Valuing objectives support the learning of content and competencies and enable children to find significance and joy in learning the lessons. Weekly objectives shall be derived from the curriculum guides.	
A. Content Standards/Focus	Pakikinig at Pagsasalita sa Una at Pangalawang (Natutunang) Lingwahe	
B. Performance Standards/ Terminal Objectives	Nakakapakinig ng maayos at nakagagamit ng mga pasalita at di-pasalitang uring komunikasyon upang maging produktibong miyembro ng pamilya, komunidad, at ng bansa.	
C. Learning Competencies / Enabling Objectives (Write the LC code for each)	<ul style="list-style-type: none"> <li>• Nailalarawan at naipapaliwanag ang ibig sabihin ng paghalaw</li> <li>• Natutkoy ang kasangkapan sa paghalaw</li> <li>• Naipaliliwanag ang paghalaw sa ating pang araw-araw na buhay</li> <li>• Nagagamit ang mga pangunahing kakayaan sa pakikipagtalastasan, malikhaing kaisipan at pakikinig ng taimtim.</li> </ul>	
<b>II. CONTENT (Subject Matter)</b>	Content is what the lesson is all about. It pertains to the subject matter that the teacher aims to teach. In the CG, the content can be tackled in a week or two. <b>Paghala at Pag-Uwnawa</b>	
<b>III. LEARNING RESOURCES</b>	List the materials to be used in different days. Varied sources of materials sustain children's interest in the lesson and in learning. Ensure that there is a mix of concrete and manipulative materials as well as paper-based materials. Hands-on learning promotes concept development.	
A. References		
1. Session Guide pages	Session Guide 1, pahina 1-5	
2. Module/Learner's Materials pages	Module - Epektibong Komunikasyon, Aralin 1, pahina 4-12	
3. Additional Materials from Learning Resource (LR) portal		
B. Other Learning Resources		
<b>IV. PROCEDURES</b>	These steps should be done across the week. Spread out the activities appropriately so that students will learn well. Always be guided by demonstration of learning by the students which you can infer from formative assessment activities. Sustain learning systematically by providing students with multiple ways to learn new things, practice their learning, question their learning processes, and draw conclusions about what they learned in relation to their life experiences and previous knowledge. Indicate the time allotment for each step.	
A. Springboard/Motivation (Establishing a purpose for the lesson)	Isagawa ang Relay of Information – pahina 1-2 ng session guide	

	Week No. _____	Week No. _____
<b>B. Activity (Review of previous lesson/s or Presenting the new lesson)</b>	Ipabasa sa mga mag-aaral - Talumpati ni Martin Luther King, Jr., pahina 4-5 ng modyul	
<b>C. Analysis (Presenting examples/ instances of the new lesson)</b>	<ul style="list-style-type: none"> <li>• Ipagawa – gawain sa modyul, pahina 6-7</li> <li>• Pasagutan ang mga tanong, pahina 3 ng session guide</li> </ul>	
<b>D. Discussing new concepts and practicing new skills (sub-activity # 1)</b>	<ul style="list-style-type: none"> <li>• Ipabasa ang talata – pahina 7 ng modyul</li> <li>• Pasagutan ang mga tanong, pahina 3 ng session guide</li> </ul>	
<b>E. Discussing new concepts and practicing new skills (sub-activity # 2)</b>		
<b>F. Abstraction (Making generalizations about the lesson)</b>	<ul style="list-style-type: none"> <li>• Isagawa ang "Circle Response". Pasagutan:           <ul style="list-style-type: none"> <li>• Ano ang paghalaw ?</li> <li>• Ano ang kahulugan ng acronym na BTI ?</li> <li>• Paano ito nakatutulong sa paghalaw ?</li> <li>• Ipabasa rin ang Tandaan Natin sa pahina 12 ng modyul</li> </ul> </li> </ul>	
<b>G. Application (Developing mastery)</b>	<ul style="list-style-type: none"> <li>• Pasagutan ang Subukan Natin Ito sa pahina 8-9 ng modyul Ipaawit ang Pambansang Awit ng Pilipinas, pagkatapos ay ipahalaw (pahina 10 ng modyul)</li> </ul>	
<b>H. Valuing (Finding practical applications of concepts and skills in daily living)</b>	<ul style="list-style-type: none"> <li>• Gamit ang Web Concept (pahina 9 ng modyul), magpatukoy ng mga gawain kung saan ginagamit ang paghalaw</li> <li>• Pagkatapos ng gawain tungkol sa Web Concept, itanong sa mga mag-aaral:           <ul style="list-style-type: none"> <li>• Para sa iyo, ano ang kahalagahan ng paggamit ng paghalaw ?</li> </ul> </li> </ul>	
<b>I. Evaluation (Assessing learning)</b>	<ul style="list-style-type: none"> <li>• Ipaskil at ipaawit ang kanta na nasa pahina 4 ng session guide.</li> <li>• Pasagutan:           <ul style="list-style-type: none"> <li>○ Isulat sa sariling salita ang ipinahahayag na ideya mula sa awit.</li> <li>○ Ipabanggit muli ang mga teknik sa paghalaw bago gumawa.</li> <li>• Ipabasa at ipasgot ang Alamin Natin, pahina 11 ng modyul.</li> </ul> </li> </ul>	
<b>J. Agreement (Additional activities for application or remediation)</b>	<ul style="list-style-type: none"> <li>• Magpasulat sa mga mag-aaral ng isang awit na napakinggan sa radyo o telebisyon na nagbigay ng kasiyahan sa iyong damadamin.</li> <li>• Ipabahagi ito sa mga kamg-aaral</li> </ul>	
<b>V. REMARKS</b>		
<b>VI. REFLECTION</b>	Reflect on your teaching and assess yourself as a teacher. Think about your students' progress this week. What works? What else needs to be done to help the students learn? Identify what help your instructional supervisors can provide for you so when you meet them, you can ask them relevant questions	
A. No. of learners who earned 80% in the evaluation.		

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

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