

THEME: What study skills do I need to succeed in Senior High School (SHS)?

 GRADES 1 to 12 DAILY LESSON LOG	School	All Senior High Schools (SHSs)	Grade Level	11
	Teacher		Learning Area	May be used in any learning area
	Teaching Dates and Time	Week 2 Sessions 1-4 (with optional Session 5)	Quarter	1st

	Session 1	Session 2	Session 3	Session 4	Session 5 (optional)
I. OBJECTIVES	Objectives must be met over the week and connected to the curriculum standards. To meet the objectives, necessary procedures must be followed and if needed, additional lessons, exercises and remedial activities may be done for developing content knowledge and competencies. These are assessed using Formative Assessment strategies. Valuing objectives support the learning of content and competencies and enable children to find significance and joy in learning the lessons. Weekly objectives shall be derived from the curriculum guides.				
A. Content Standards	<ol style="list-style-type: none"> The learner understands the importance of developing study or academic skills to succeed in Senior High School (SHS) The learner demonstrates understanding of different note-taking methods The learner understands the importance of time-management in studying 	<ol style="list-style-type: none"> The learner demonstrates understanding of critical reading strategies The learner recognizes the importance of critical reading in academic success 	<ol style="list-style-type: none"> The learner demonstrates understanding of critical reading strategies The learner recognizes the importance of critical reading in academic success 	<ol style="list-style-type: none"> The learner understands the importance of academic integrity and intellectual honesty The learner demonstrates respect for another individual's work in academic writing 	<ol style="list-style-type: none"> The learner understands the importance of preparing for a test The learner demonstrates understanding of different strategies to improve memory
B. Performance Standards	<ol style="list-style-type: none"> The learner applies note-taking methods The learner produces a sample weekly study schedule 	The learner applies critical reading strategies	The learner applies critical reading strategies using SQ3R	The learner applies academic writing skills using strategies such as quoting, summarizing, and paraphrasing	The learner applies memory strategies using acrostics and acronyms
C. Learning Competencies / Objectives Write the LC code for each	<ol style="list-style-type: none"> Identify the steps of the Cornell Note-taking Method Identify the Five (5) Rs of Note Taking Create a weekly study schedule 	<ol style="list-style-type: none"> Define critical reading Identify and describe different critical reading strategies 	<ol style="list-style-type: none"> Identify the different parts of the SQ3R Read a selection using SQ3R 	<ol style="list-style-type: none"> Distinguish between original work and plagiarized text Quote, paraphrase, and/or summarize an original text 	Create acrostics and acronyms for frequently used formulae, terminologies, and concepts
II. CONTENT	Content is what the lesson is all about. It pertains to the subject matter that the teacher aims to teach. In the CG, the content can be tackled in a week or two.				
	Study Skills: Overview of Study Skills Note taking and time management	Study Skills: Critical Reading	Study Skills: Critical Reading	Study Skills: Avoiding Plagiarism in Academic Writing	Study Skills: Improving Memory and Test-taking Skills
III. LEARNING RESOURCES					
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	<ol style="list-style-type: none"> https://www.stephencovey.com/7habits/7habits.php http://www.studyskills.soton.ac.uk/studytips/why_here.htm https://www.bcps.org/offices/lis/researchc 	<ol style="list-style-type: none"> http://www.criticalreading.com/critical_reading.htm http://www.uefap.com/reading/readfram.htm http://writing.colostate.edu/guid 	<ol style="list-style-type: none"> http://www.criticalreading.com/critical_reading.htm http://www.uefap.com/reading/readfram.htm http://writing.colostate.edu/guid 	<ol style="list-style-type: none"> http://www.blinn.edu/brazos/parallelstud/development/Annotationsummary.pdf http://writing.wisc.edu/Handbook/QPA_paraphrase2.html 	<ol style="list-style-type: none"> http://www.coedu.usf.edu/zalaquett/Help_Screens/study_skillsMHS.htm http://www.jmu.edu/valleyscholars/files/improvemyhighschoolstu

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	<p>course/images/Lesson%20Plan%20for%20Note%20Taking1.pdf</p> <p>4. http://www.cls.utk.edu/pdf/ls/Week2_Lesson14.pdf</p> <p>5. https://www2.usgs.gov/humancapital/documents/TimeManagementGrid.pdf</p> <p>6. http://successcenter.tamu.edu/getattachment/Student-Resources/Handouts/Lecture-Note-Taking.pdf.aspx</p> <p>7. http://www.admin.cam.ac.uk/univ/plagiarism/students/skills/notes.html</p> <p>8. http://www.educationcorner.com/cornell-note-taking-system.html</p> <p>9. http://www.educationcorner.com/habits-of-successful-students.html</p>	<p>es/guide.cfm?guideid=31</p> <p>4. https://www.csuohio.edu/writing-center/critical-reading-what-critical-reading-and-why-do-i-need-do-it</p> <p>5. http://www.skillsyouneed.com/learn/critical-reading.html</p> <p>6. http://www.educationcorner.com/sq3r-textbook-strategy.html</p>	<p>es/guide.cfm?guideid=31</p> <p>4. https://www.csuohio.edu/writing-center/critical-reading-what-critical-reading-and-why-do-i-need-do-it</p> <p>5. http://www.skillsyouneed.com/learn/critical-reading.html</p> <p>6. http://www.educationcorner.com/sq3r-textbook-strategy.html</p>	<p>3. http://writing.wisc.edu/Handbook/AnnBib_content.html</p> <p>4. https://www.mesacc.edu/~paoh30491/ArgumentsQuoteSummarizeParaphr.html</p> <p>3. http://www.indiana.edu/~wts/pamphlets/plagiarism.pdf</p> <p>4. https://www.princeton.edu/pr/pub/integrity/pages/plagiarism/</p> <p>5. https://www.indiana.edu/~istd/examples.html</p> <p>6. http://www.ucalgary.ca/pubs/calendar/current/k-1.html</p> <p>7. https://www.indiana.edu/~plag/practice.html</p> <p>8. http://www.stevendkrause.com/tprw/Chapter%203.pdf</p>	<p>dyskills.pdf</p> <p>3. http://www.educationcorner.com/test-anxiety.html</p> <p>4. http://www.lynchburg.edu/academics/tutoring-academic-support/top-10-study-skills/</p>
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	<p>Present the Seven (7) Habits of Highly Effective People by Stephen Covey. (5 minutes)</p>	<p>Say/Ask: Yesterday, we learned how to organize our tasks and notes. Do you think that we can also organize the way we read? Do you have a specific way or strategy in reading a text? If yes, what strategies do you use? (4 minutes)</p>	<p>Say/Ask: Yesterday, we learned about different ways to read more critically. What were the 6 strategies we discussed yesterday? (5 minutes)</p>	<ol style="list-style-type: none"> 1. Present two very brief texts (original text and plagiarized text) 2. Say: Can you read the texts using SQ3R? 3. Wait for the learners to realize that there is something wrong. Once a learner points out the similarity, cut the activity. Use prompts (i.e., Do you notice something wrong with the two texts?) if the activity goes beyond 5 minutes. (5 minutes) 	<ol style="list-style-type: none"> 1. Present a quote with proper citation. Ask the learners to memorize the quote. Remove the quote posted, and ask the learners to recite the quote. 2. Ask: Who among you had difficulty in remembering the quote word for word? (2 minutes)
B. Establishing a purpose for the lesson	<ol style="list-style-type: none"> 1. After a brief discussion of the 7 Habits, return to Habit 2: "Begin with the end in mind." 2. Ask: What does this statement mean? Why do you think are you in Senior High School (SHS)? What will you do after SHS? (5 minutes) 	<p>Say: Today, we will learn how to improve our understanding of a reading material through critical reading. Take down notes using the CNTM. (1 minute)</p>	<p>Say: Today we will learn about another reading strategy that some of you may be familiar with already: SQ3R. What do you think these letters stand for? (5 minutes)</p>	<p>Ask: What is intellectual honesty? Why is it important to acknowledge the work of other individuals in your work? In what ways can we ensure intellectual honesty in our written work? (5 minutes)</p>	<p>Ask: In what ways do you prepare for a test? Do you use materials other than your notes and textbooks? What do you think can help you study and improve your memory for a test? (2 minutes)</p>
C. Presenting examples/ instances of the new lesson	<ol style="list-style-type: none"> 1. Before discussion, remind the class to take down notes. 2. Discuss study or academic skills. 3. Provide a definition and examples of 	<ol style="list-style-type: none"> 1. Discuss critical reading. 2. Provide a definition of critical reading and the ways to do critical reading. 3. Discuss the ways to read more 	<ol style="list-style-type: none"> 1. Introduce and discuss the SQ3R strategy. 2. Discuss the different elements of SQ3R: Survey, 	<ol style="list-style-type: none"> 1. Say/Ask: When we use someone else's work without giving proper credit, we commit plagiarism. How can we avoid 	<p>Discuss the following strategies to study for a test: the use of acronyms, acrostics, narratives, rhymes, imagery, visualization,</p>

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	<p>study or academic skills.</p> <p>4. Talk about why they are important to develop.</p> <p>5. End the discussion by asking a number of students to summarize what they learned based on their notes. (10 minutes)</p>	<p>critically: Previewing, Annotating, Summarizing, Analyzing, Re-reading, and Responding. (30 minutes)</p>	<p>Question, Read, Recall, and Review.(15 minutes)</p>	<p>committing plagiarism?</p> <p>2. Introduce and provide definitions for: quotations, paraphrases, and summaries</p> <p>3. Provide and discuss examples for each (20 minutes)</p>	<p>and flash cards. (20 minutes)</p>
D. Discussing new concepts and practicing new skills #1	<p>1. Ask: How did you take down notes during our discussion? Did you take down everything that was said? How did you decide which ones to take note of?</p> <p>2. Introduce the Cornell Note-taking Method (CNTM) as one way of note taking. Present and discuss the CNTM template to the class.</p> <p>3. After discussion, ask learners to transfer their notes using the CNTM template. Select students to present their work.</p> <p>4. Discuss the Five R's in note taking: Record, Reduce, Recite, Reflect, Review.</p> <p>5. Discuss other techniques in note-taking such as using mind maps, tabular notes, flow charts, index cards, and highlighting and annotating. Emphasize that there are different ways to take down notes and learners should find out which technique works best for each of them. (15 minutes)</p>				<p>Discuss test-taking tips.(10 minutes)</p>
E. Discussing new concepts and practicing new skills #2	<p>1. Present the 10 Habits of Highly Effective Students.</p> <p>2. Ask: Write a list of things that you need to do for the week.</p> <p>3. Ask: Which among these things will you do first? How will you prioritize each item on your list? Ask the class what the following statement by Benjamin Franklin means to them: "By failing to prepare, you are preparing to fail."</p> <p>4. Show the class Covey's Time Management Grid, and coach learners on how to prioritize their tasks based on importance and urgency. Ask the class to categorize their activities using Covey's Time Management Grid.</p>				

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	5. Ask: Why is it important to organize one's tasks? (10 minutes)				
F. Developing mastery (Leads to Formative Assessment 3)	1. Say/Ask: Identify different note-taking methods. 2. Describe the CNTM. 3. What are the Five R's in note-taking? (5 minutes)	1. Distribute a text to the class. The text can be any opinion piece such as an editorial. 2. Ask the class to apply the following critical reading strategies: Previewing, Annotating, Summarizing, Analyzing, Re-reading, and Responding. (15 minutes)	Post a short selection in front of the class. Using this, guide the learners into reading the text using SQ3R. (10 minutes)	Show 3 original texts with a paraphrased/quoted/ summarized text and a plagiarized text. Ask the learners to identify the text that was correctly quoted, paraphrased, and/or summarized. (5 minutes)	Ask the class to summarize the different test-taking strategies discussed.
G. Finding practical applications of concepts and skills in daily living	1. Ask: Apart from attending classes, in which other activities can note taking be a useful skill? 2. Outside school, in what ways can you apply time management? (2 minutes)	Ask: Apart from reading in school in which other activities can critical reading be a useful skill? (5 minutes)			Show common terms and concepts using acronyms and acrostics. (5 minutes) For example: ROYGBIV = colors of the rainbow <u>M</u> y <u>V</u> ery <u>E</u> ager <u>M</u> other <u>J</u> ust <u>S</u> erved <u>U</u> s <u>N</u> oodles = planets in our solar system
H. Making generalizations and abstractions about the lesson	Ask: In your opinion, what are the characteristics of highly effective students. (3 minutes)	Ask: In your opinion, what are the benefits of critical reading? (5 minutes)	Ask: What are the advantages of using a strategy like SQ3R in reading texts? (5 minutes)	Ask: Apart from schools, in what other settings is intellectual honesty important? Why do you say so? (5 minutes)	Say/Ask: Give examples on how else you can use these strategies in everyday life. (2 minutes)
I. Evaluating learning	1. Read a short passage to the class and ask them to take notes using the CNTM. 2. Ask the class to prepare a study schedule for the week based on their class schedule. The study schedule should indicate at which times of the day they will study and prepare for their daily classes. (5 minutes)		Activity: Give copies of a short selection (that includes chapter and section headings) to the learners. Ask them to read the selection, and to use the SQ3R strategy. They may write directly on their copies of the selection to show that they have followed the SQ3R strategy. (20 minutes)	Activity: Present a short selection to the learners. Ask them how they would include the selection in their academic papers by quoting, paraphrasing, and/or summarizing. Output may be done in notebooks or a sheet of paper. (20 minutes)	Activity: Ask learners to come up with fun acronyms and/or acrostics for frequently used formulae, terminologies, and concepts. This can be compiled as a class output for future reference. (20 minutes)
J. Additional activities for application or remediation					
V. REMARKS			Critical reading will be discussed for two days.		
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.					

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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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