


THEME: Who am I as a Senior High School learner?

 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 1 Sessions 1-4	Quarter	1st

	Session 1	Session 2	Session 3	Session 4
I. OBJECTIVES	Objectives must be met over the week and connected to the curriculum standards. To meet the objectives, necessary procedures must be followed and if needed, additional lessons, exercises and remedial activities may be done for developing content knowledge and competencies. These are assessed using Formative Assessment strategies. Valuing objectives support the learning of content and competencies and enable 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	At the end of the session, learners are expected to: 1. respond to questions about themselves and their expectations for Senior High School 2. work with a group by sharing one's responses to given questions; 3. collaborate with a group to present group output.	At the end of the session, learners are expected to: 1. identify one's strengths and weaknesses; and 2. illustrate/show responses through various creative means.	At the end of the session, learners are expected to: 1. present creative output based on one's strengths and weaknesses; and 2. appreciate that class members have strengths and weaknesses.	At the end of the session, learners are expected to: 1. express how they feel about their subjects and teachers; 2. brainstorm how their class can be happy given their similarities and differences; and 3. contribute to class rules, regulations, norms, and agreements.
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.			
	I am a Senior High School Learner	My Strengths and Weaknesses	Unity in Diversity	Me, My Teacher and My Class
III. LEARNING RESOURCES	List the materials to be used in different days. Varied sources of materials sustain children's interest in the lesson and in learning. Ensure that there is a mix of concrete and manipulative materials as well as paper-based materials. Hands-on learning promotes concept development.			
A. References				
1. Teacher's Guide pages				
2. Learner's Materials pages				
3. Textbook pages				
4. Additional Materials from Learning Resource (LR) portal				
B. Other Learning Resources		http://www.tecweb.org/styles/gardner.html Howard Gaardner's Theory of Multiple Intelligences		
IV. PROCEDURES	These steps should be done across the week. Spread out the activities appropriately so that students will learn well. Always be guided by demonstration of learning by the students which you can infer from formative assessment activities. Sustain learning systematically by providing students with multiple ways to learn new things, practice their learning, 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	(2 mins) Teacher welcomes the class and introduces himself/herself (specialization, background, credentials).	(5 mins) Teacher reviews the questions asked and class responses from Session 1.	(5 mins) Teacher reviews activities from the last session. Teacher explains that this session will be for presentation of output.	(5 mins) Class reviews presentations from the last session. Class discusses what they have learned from the presentations.
B. Establishing a purpose for the lesson	(5 mins) 1. From the list below, teacher chooses one to two questions for the class to answer. Subject teachers coordinate with each other so that there will be no/minimal duplication of questions used in class. a. What object best represents you? b. What excites you about SHS?	(10 mins) 1. Teacher presents the different Intelligences and gives a brief explanation for each: a. Verbal-Linguistic b. Logical-Mathematical c. Interpersonal	(50 mins) Below are options that classes may use for presenting class output: 1. Gallery walk 2. Individual/group presentations Presentations may vary per subject.	(25 mins) 1. Teacher says: " I had the chance to know each one of you in the past days. Now, I want to know your expectation from me since we will be together in this semester."

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	<p>c. What makes you nervous about SHS?</p> <p>d. What age will you be 10 years from now?</p> <ol style="list-style-type: none"> How would you like to look like? What would you like to be doing? Where would you like to be working? <p>e. What do you know about Senior High School?</p> <ol style="list-style-type: none"> How is it different from Junior High School? How do you think Senior High School can help you achieve your goals and ambitions? <p>f. What are your top three positive personal qualities/traits?</p> <p>g. What are two not-so-positive characteristics that you have?</p> <p>h. What are three correct, good, or wise choices that you made in JHS? What were the effects of these actions?</p> <p>2. Teacher asks learners to bring out a piece of paper and be ready with a pen or pencil.</p> <p>3. Teacher says : "Let's get to know a little bit about each other today."</p>	<p>d. Intrapersonal</p> <p>e. Visual-Spatial</p> <p>f. Bodily-Kinesthetic</p> <p>g. Musical-Rhythmic-Harmonic</p> <p>h. Naturalistic</p> <p>i. Existential</p> <p>2. Teacher says: Based on what you feel are your top two intelligence/s, think of how you can illustrate/show your response to the question yesterday. Learners may choose from the following options. They may choose more than one.</p> <ol style="list-style-type: none"> An object to represent yourself Collage Drawing Song/Rap Dance/Movement Poem/Acrostic Script/Story Comic Strip <p>(40 mins)</p> <p>3. Learners are given time to prepare and work on their output.</p>	<p>For example, those that have prepared dance/song presentations may present during their Humanities subjects.</p> <p>Teachers will coordinate accordingly so that each learner has a chance to present for the day.</p>	<p>2. Learners bring out a of sheet of paper and ballpen.</p> <p>3. Teacher says: "I need you to complete the following sentences."</p> <ol style="list-style-type: none"> I like (name of subject) because _____. I don't like (name of subject) because _____. I like it when the teacher _____. I don't like it when the teacher _____. <p>4. Teacher collects the sheets of paper, reads the answers, and reflects with the class.</p>
<p>C. Presenting examples/ instances of the new lesson</p>	<p>Teacher provides the sentence structure to follow based on the chosen question. For example, for question a:</p> <p>"Hello, my name is _____. The object that best represents me is a/an _____ because _____."</p> <p>For questions b and c:</p> <p>"Hello, my name is _____. I am from _____. I am excited for _____. I am nervous about _____."</p> <p>Teacher models how to respond using the suggested sentence structure.</p>			<p>(15 mins)</p> <ol style="list-style-type: none"> Teacher draws a semantic web/word map on the board. The word inside the middle circle is <u>HAPPY CLASS</u>. The class brainstorm for different ways that a classroom can be happy and interesting. Teacher writes the responses on the board (semantic web/word map).
<p>D. Discussing new concepts and practicing new skills #1</p>	<p>(30 mins)</p> <ol style="list-style-type: none"> Learners are asked to think of their responses and write them down. After they have written their responses, the teacher will ask them to group themselves into at most five members. Groups assign a leader and documenter. Group members share their responses. 			<p>(15 mins)</p> <p>Teacher and learners make an agreement on which activities, practices, routines, strategies will be adopted by both to make the class a happy class.</p>

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	4. Groups then share their responses to the class.			
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	<p>(15 minutes) After the sharing session, the class can reflect on the answers of the group. The teacher can ask the following questions:</p> <ol style="list-style-type: none"> Who has similar responses? In what ways are they similar? How can our differences bring about positive effect/s for the learners, class and school? What can students do to make sure Senior High School be a positive experience? What can teachers do to make this happen? What can the school do to make this happen? <p>(8 mins)</p> <ol style="list-style-type: none"> Teacher provides a proper ending by emphasizing that SHS is a new beginning and a proper venue to start anew as an individual, learner, and as a class, that their similarities and differences will help the class achieve their goals. Teacher can cite examples on how this can happen. 	<p>(5 mins) Teacher closes the session by how people will have different strengths and weaknesses.</p> <p>Teacher asks learners to pack away.</p>	<p>(5 mins) Teacher summarizes how a class is made up of learners with different strengths and weaknesses. Teacher then emphasizes that there can be unity despite diversity.</p>	<p>Teacher and students write the agreement on a cartolina/manila paper and should be posted inside the classroom for everyone to see during the semester.</p> <p>Each subject may contribute to the agreements. These should be collated for each class.</p>
I. Evaluating learning				
J. Additional activities for application or remediation	Agreement: Bring old or used magazines, newspapers, catalogues, brochures, leaflets, etc; art materials, i.e. scissors, glue, crayons, color pencils, markers, bond paper, etc.			
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				

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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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