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

<table>
<thead>
<tr>
<th>GRADES 1 to 12</th>
<th>DAILY LESSON LOG</th>
<th>GRADE LEVEL</th>
<th>11</th>
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</thead>
<tbody>
<tr>
<td>School</td>
<td>All Senior High Schools (SHSs)</td>
<td>Learning Area</td>
<td>May be used in any learning area</td>
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<tr>
<td>Teacher</td>
<td></td>
<td>Quarter</td>
<td>1st</td>
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<tr>
<td>Teaching Dates and Time</td>
<td>Week 2 Sessions 1-4 (with optional Session 5)</td>
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### 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

1. The learner understands the importance of developing study or academic skills to succeed in Senior High School (SHS)
2. The learner demonstrates understanding of different note-taking methods
3. The learner understands the importance of time-management in studying

#### B. Performance Standards

1. The learner applies note-taking methods
2. The learner produces a sample weekly study schedule
3. The learner applies critical reading strategies
4. The learner applies critical reading strategies using SQ3R
5. The learner applies academic writing skills using strategies such as quoting, summarizing, and paraphrasing
6. The learner applies memory strategies using acrostics and acronyms

#### C. Learning Competencies / Objectives

Write the LC code for each

1. Identify the steps of the Cornell Note-taking Method
2. Identify the Five (5) Rs of Note Taking
3. Create a weekly study schedule

### 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

1. [https://www.stephencovey.com/7habits/7habits.php](https://www.stephencovey.com/7habits/7habits.php)
2. [http://www.studyskills.soton.ac.uk/studytips/why_here.htm](http://www.studyskills.soton.ac.uk/studytips/why_here.htm)
3. [https://www.bcps.org/offices/lis/researchc](https://www.bcps.org/offices/lis/researchc)
### THEME: What study skills do I need to succeed in Senior High School (SHS)?

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<tr>
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<th>Session 4</th>
<th>Session 5 (optional)</th>
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<tr>
<td>Present the Seven (7) Habits of Highly Effective People by Stephen Covey.</td>
<td>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?</td>
<td>Say/Ask: Yesterday, we learned about different ways to read more critically. What were the 6 strategies we discussed yesterday?</td>
<td>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.</td>
<td>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)</td>
</tr>
<tr>
<td>(5 minutes)</td>
<td>(4 minutes)</td>
<td>(5 minutes)</td>
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### IV. PROCEDURES

#### A. Reviewing previous lesson or presenting the new lesson

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)

#### B. Establishing a purpose for the lesson

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

#### C. Presenting examples/instances of the new lesson

1. Before discussion, remind the class to take down notes.
2. Discuss study or academic skills.
3. Provide a definition and examples of
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| study or academic skills.  
4. Talk about why they are important to develop.  
5. End the discussion by asking a number of students to summarize what they learned based on their notes. (10 minutes) | critically: Previewing, Annotating, Summarizing, Analyzing, Re-reading, and Responding. (30 minutes) | Question, Read, Recall, and Review. (15 minutes) | committing plagiarism?  
2. Introduce and provide definitions for: quotations, paraphrases, and summaries  
3. Provide and discuss examples for each (20 minutes) | and flash cards. (20 minutes) |

D. Discussing new concepts and practicing new skills #1

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?  
2. Introduce the Cornell Note-taking Method (CNTM) as one way of note taking. Present and discuss the CNTM template to the class.  
3. After discussion, ask learners to transfer their notes using the CNTM template. Select students to present their work.  
4. Discuss the Five R’s in note taking: Record, Reduce, Recite, Reflect, Review.  
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) | Discuss test-taking tips. (10 minutes) |

E. Discussing new concepts and practicing new skills #2

1. Present the 10 Habits of Highly Effective Students.  
2. Ask: Write a list of things that you need to do for the week.  
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.”  
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.
## Session 1

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)

### 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 minutes)
2. Outside school, in what ways can you apply time management? (5 minutes)

### H. Making generalizations and abstractions about the lesson

Ask: In your opinion, what are the characteristics of highly effective students. (3 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

| No.of learners who earned 80% on the formative assessment |
| No.of learners who require additional activities for 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.
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<tr>
<td>C. Did the remedial lessons work? No.of learners who have caught up with the lesson.</td>
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<td>D. No.of learners who continue to require remediation</td>
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<td>E. Which of my teaching strategies worked well? Why did these work?</td>
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<td>F. What difficulties did I encounter which my principal or supervisor can help me solve?</td>
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<td>G. What innovation or localized materials did I use/discover which I wish to share with other teachers?</td>
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