



DEPARTMENT OF EDUCATION  
SCHOOLS DIVISION OFFICE

**NEGROS ORIENTAL**

*Powering the Paths to Educational Excellence*



June 14, 2016

Division Memorandum


No. 333 s, 2016

**TEACHERS' PREPARATION OF LESSON PLANS/DAILY LESSON LOGS**

To :

- Division Education Program Supervisors/Division Coordinators
- Public Schools District Supervisors/District In-Charge
- Public Elementary & Secondary School Heads
- Elementary & Secondary Teachers
- All Others Concerned

1. Lesson planning is an important component of effective teaching and learning process and it is also one way to enhance the expertise of teachers in employing successful strategies in the classroom.
2. Lesson plans do not only communicate to learners what they will learn and how they will be assessed, but these also help teachers organize content, materials, time and instructional strategies.
3. On this premise, all teachers are therefore reminded that part of the eight hours they are mandated to stay in the school campus is the preparation of the lesson plans or Daily Lesson Log.
4. Teachers are given the elbow room to decide on the kind of plan to prepare.
5. Teachers may have the following options in preparing the lesson for the day:
  - a. 5 part lesson plan where objectives, subject matter, procedures, assessment and assignment are reflected;
  - b. iPlan as initiated before by Region VII (detailed)
  - c. Daily Lesson Log (please see attached template)
6. Regardless of the format used, it is strongly urged that teachers must have the hard copies of the Lesson Plans in their custody every day.
7. School Heads must regularly check the plans and must see to it that both they (SHs) and the teachers have the copies also of the Curriculum Guides.

  
**LELANIE T. CABRERA, CESE**  
**Asst. Schools Division Superintendent**  
**Officer In-Charge**

14 JUN 2016

THEME: What do I want to learn and how can I learn about it?



GRADES 1 to 12  
DAILY LESSON LOG

School	All Senior High Schools (SHS)	Grade Level	11
Teacher		Learning Area	May be used in any learning area
Teaching Dates and Time	Week 3 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. Varying 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						
	Learners will be able to: 1. enumerate graphic organizers and study strategies that they know; 2. classify graphic organizers and study strategies according to purpose; and 3. accomplish a KWL chart	Learners will be able to: use the appropriate graphic organizers to illustrate background knowledge on specific topics;	Learners will be able to: 1. discuss a topic of interest with a group; 2. explain what he/she knows about a topic using graphic organizers; 3. list questions on a topic; and 4. enumerate possible ways to get answers to questions on a topic.	Learners will be able to: 1. present a list of questions and proposals on how to answer the questions; 2. accommodate comments and/or suggestions from their classmates; 3. provide feedback to their classmates' presentations; and 4. revise their presentation as needed.			
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.						
	Graphic organizers	KWL Chart and how other graphic organizers can be used to fill up the What I Know column	KWL Chart: What I Want To Know Column	What I Want to Know and How I Want to Know about them			
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 Resources (LR) portal							
B. Other Learning Resources							
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.						
	(30 minutes) Review all graphic organizers and study skills that learners know. Classify organizers and study skills according to purpose.	(10 minutes) Review of KWL (What I Know, What I Want to Know, What I Learned) Chart 1. Its Purpose 2. Its Parts	(5 minutes) Review of KWL Chart: 1. Its Purpose 2. Its Parts 3. Purpose of Each Part	(5 minutes) Short recap Class discusses steps that have been done and output per day.			
A. Reviewing previous lesson or presenting the new lesson							

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Teacher elicits background knowledge from learners. Teacher asks: What are the graphic organizers that you know which can be used to do the following (Analysis, Writing, Reading Comprehension, etc?)  Class discusses each and its purpose. <b>Sample matrix:</b>					3. Purpose of Each Part		(2 minutes) Learners take out their list of topics of interest and review them. They are then asked to choose the topic they are most interested in.																			
<table><tr><th>Purpose:</th><th>Analysis</th><th>Writing</th><th>Reading comprehension</th><th>Add columns as needed to reflect other purposes</th></tr><tr><td rowspan="3">Graphic organizers/ study strategies</td><td>Venn (comparison)</td><td>Pre-writing tasks</td><td>SOAR</td><td></td></tr><tr><td>Flow chart (process)</td><td>Outline</td><td>KWL (What I Know, What I Want to Know, What I Learned) Chart</td><td></td></tr><tr><td>Add rows as needed for other graphic organizers</td><td></td><td></td><td></td></tr></table>					Purpose:	Analysis	Writing	Reading comprehension	Add columns as needed to reflect other purposes	Graphic organizers/ study strategies	Venn (comparison)	Pre-writing tasks	SOAR		Flow chart (process)	Outline	KWL (What I Know, What I Want to Know, What I Learned) Chart		Add rows as needed for other graphic organizers							
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(10 minutes) Class focuses on the KWL Chart  Teacher asks: 1. How is the KWL Chart used? 2. When have you used the KWL chart before? 3. How was it used? 4. What are its parts? 5. What are the uses of its parts?					(10 minutes) 1. Teacher presents a list of topics for the subject. 2. Learner selects topics of interest and writes them in their notebook.		(5 minutes) Learners that chose the same topic are grouped together. They are asked to sit together. Groups should only have a maximum of five members. Learners who find themselves alone may choose another topic/sit with a group with a related topic.	(10 minutes) Review the questions your group has formulated.  Groups discuss: How will your questions benefit your class?																		
C. Presenting examples/ instances of the new lesson					(20 minutes) Teacher gives a topic and class fills up a KWL chart. Class discusses steps as they fill up the chart.																					
D. Discussing new concepts and practicing new skills #1																										
E. Discussing new concepts and practicing new skills #2																										

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<b>F. Developing mastery</b> <i>(Leads to Formative Assessment 3)</i>		(40 minutes) (What I Know) Using the graphic organizers learned, learners illustrate what they know about the topics. They can use as many applicable graphic organizers possible for every topic.	(33 minutes) (What I Want to Know) With their groups, learners answer the following: 1. What questions do you have about the topic? 2. In what ways can you find answers to these questions? The group lists and discusses their questions and design ways/steps to answer them.	<b>Group Presentation</b> (15 minutes) Each group prepares for the presentation (Groups can opt to use manila paper, powerpoint presentation, etc. for their presentation,) showing their questions and ways/steps in which they can do to answer them.  (30 minutes) Each of the groups will present their outputs (questions and ways on how to find answers) to the class.  During presentation, members of other groups try to write down possible comments or suggestions to the presenting group.  Peers can give feedback during presentation. The presenting group can then revise their output based on the class feedback.  Teachers can use the input from the class to further plan for the 1st Quarter's Performance Task or Class Project and its timeline.
<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.			

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	Session 1	Session 2	Session 3	Session 4
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?				

For improvement, enhancement and/or clarification of any DepEd material used, kindly submit feedback to [bid.ttd@deped.gov.ph](mailto:bid.ttd@deped.gov.ph)