

SAN JOSE DEL MONTE NATIONAL TRADE SCHOOL

City of San Jose Del Monte

Annex 18 to DepEd Order No. 42, s. 2016

DAILY LESSON LOG

TECHNOLOGY AND LIVELIHOOD EDUCATION (TLE) / STVE

Grade Level

Grade 11

Teaching Dates and Time

Learning Area

Drafting

WEEK 1

Quarter

1st

I. OBJECTIVES

A. Content Standard

The learners demonstrate an understanding of basic concepts, theories, and core competencies in Technical Drafting.

B. Performance Standard

The learners shall be able to create/provide quality and marketable product and/or service in terms of Technical Drafting as prescribed by the TESDA Training Regulation.

C. Learning Competencies/
Objectives

Importance of Drafting, Tools, Materials and Geometrical Construction

- Discuss the importance of drafting
- Prepare tools, materials, and equipment in technical drafting
- Lettering architectural style with straight edge guide technique
- Draw geometrical construction

II. CONTENT

- ✓ TECHNICAL DRAFTING: INTRODUCTION
- ✓ ARCHITECTURAL LETTERING
- ✓ GEOMETRICAL CONSTRUCTION

III. LEARNING RESOURCES

References

TG _____ LM _____ TB _____ LR _____ OLR _____

IV. PROCEDURES

A. Review / Motivation	Present questions that would solicit answers from the students to recall the possible tools in drafting or trade drawing.	E. Developing Mastery	Group the class into six and let them perform line exercises and architectural lettering (day1 of week1).
B. Establishing the purpose of the lesson	<i>Present the lesson objectives</i>	F. Finding practical applications and concepts in daily living	Preparation of line exercises and geometrical constructions with the application of alphabet of lines.
C. Presenting examples	Present the sample target output of the lesson / activity.	G. Generalization and abstraction	Tools and materials must be given importance and proper care.
D. Discussion of new concepts	Facilitate the lesson by direct discussion, collaborative learning and demonstration method	H. Evaluating learning	Formative plate making (day2 of week1).
Additional Activities/Remediation	Absentee students and those who were not able to grasp the lesson may use the computer-assisted instruction (CAI) or module (CBLM).		

V. REMARKS

VI. REFLECTION

A. No. of learners who earned 80% in the evaluation.		E. Which of my teaching strategies work well? Why did these work?	Grouping is very effective in every classroom activity because students will learn with their classmates.
B. No. of learners who require additional activities for remediation below 50%.		F. What difficulties did I encounter which my principal or supervisor can help me solve?	I am having difficulty to deliver the desired learning skills due to inadequacy of tools & materials.
C. Did the remedial lesson work? No. of learners who have caught up with the lesson.		G. What innovation or localized materials did I use / discover which I wish to share with other teachers.	Drawing problems / Worksheets, CAI and CBLM
D. No. of learners who require additional activities for remediation below 50%.			
Prepared by:	SUNNY B. OJEDA, RMP Teacher III	Checked and reviewed by:	RICARDO C. GUANZON Head Teacher III

NAME OF LINE	THICKNESS	PEN SIZE
1 CENTER LINE	THIN	0.2 PEN
2 OBJECT LINE	THICK	0.6 PEN
3 HIDDEN LINE	MEDIUM	0.4 PEN
4 PHANTOM LINE	THIN	0.2 PEN
5 DIMENSION LINE	THIN	0.2 PEN
6 SHORT-BREAK LINE	THICK	0.6 PEN
7 LEADER LINE	THIN	0.2 PEN
8 SECTION LINE	THIN	0.2 PEN
9 CUTTING PLANE LINE	THICK	0.8 PEN
10 BORDER LINE	THICK	1.0 PEN
11 EXTENSION LINE	THIN	0.2 PEN
12 DIMENSION TEXT	THIN	0.2 PEN
13 LONG-BREAK LINE	THIN	0.2 PEN

SAN JOSE DEL MONTE NATIONAL TRADE SCHOOL
TECHNICAL, VOCATIONAL AND LIVELIHOOD

ALPHABET OF LINES PLATE TITLE: _____ NAME: _____
GRADE/SECTION: _____
DATE: _____ PLATE NO: _____ TEACHER: **MRS. SUNNY B. CUEDA, RMP**

Day 1 Week 1 Q1

THE QUICK BROWN FOX JUMPS OVER
THE LAZY DOG. 1234567890

START HERE

THE PURPOSE OF THIS COURSE IS TO PROVIDE UNDERSTANDING
OF BASIC CONCEPTS AND PRINCIPLES OF DRAFTING WHICH IS
KNOWN AS THE LANGUAGE OF INDUSTRY.

START HERE

SAN JOSE DEL MONTE NATIONAL TRADE SCHOOL
TECHNICAL, VOCATIONAL AND LIVELIHOOD

ALPHABET OF LINES PLATE TITLE: _____ NAME: _____
GRADE/SECTION: _____
DATE: _____ PLATE NO: _____ TEACHER: **MRS. SUNNY B. CUEDA, RMP**

THROUGH DRAFTING

- 1) WE ACQUIRE ESSENTIAL SKILLS IN FREEHAND DRAWINGS AND LETTERING, IN CREATING SIMPLE STRUCTURAL AND DECORATIVE DESIGNS, SKETCHING PICTORIAL DRAWINGS, AND IN MAKING ORTHOGRAPHIC WORKING DRAWINGS.
- 2) WE LEARN TO READ AND INTERPRET WORKING SKETCHES AND WORKING DRAWINGS, THUS, DEVELOPING ONE'S POWER OF OBSERVATION AND VISUALIZATION.
- 3) WE LEARN THE PROPER METHODS OF SCALING AND DIMENSIONING WITH PRECISION AND ACCURACY.

SAN JOSE DEL MONTE NATIONAL TRADE SCHOOL
TECHNICAL, VOCATIONAL AND LIVELIHOOD

ALPHABET OF LINES PLATE TITLE: _____ NAME: _____
GRADE/SECTION: _____
DATE: _____ PLATE NO: _____ TEACHER: **MRS. SUNNY B. CUEDA, RMP**

Day 2 Week 1 Q1

BISECT A LINE	DRAW AN EQUILATERAL TRIANGLE	CONSTRUCT A SQUARE
CONSTRUCT A PENTAGON	CONSTRUCT A HEXAGON	CONSTRUCT AN OCTAGON

SAN JOSE DEL MONTE NATIONAL TRADE SCHOOL
TECHNICAL, VOCATIONAL AND LIVELIHOOD

GEOMETRICAL CONSTRUCTION 1 PLATE TITLE: _____ NAME: _____
GRADE/SECTION: _____
DATE: _____ PLATE NO: _____ TEACHER: **MRS. SUNNY B. CUEDA, RMP**

DIVIDE THE LINE INTO 5 EQUAL PARTS	BISECT THE GIVEN ANGLE	FIND THE CENTER OF THE CIRCLE
CONSTRUCT AN ARC TANGENT TO THE TWO GIVEN CIRCLES	CONSTRUCT A HEPTAGON	CONSTRUCT A NONAGON

SAN JOSE DEL MONTE NATIONAL TRADE SCHOOL
TECHNICAL, VOCATIONAL AND LIVELIHOOD

GEOMETRICAL CONSTRUCTION 2 PLATE TITLE: _____ NAME: _____
GRADE/SECTION: _____
DATE: _____ PLATE NO: _____ TEACHER: **MRS. SUNNY B. CUEDA, RMP**

SAN JOSE DEL MONTE NATIONAL TRADE SCHOOL

City of San Jose Del Monte

Annex 18 to DepEd Order No. 42, s. 2016

DAILY LESSON LOG

TECHNOLOGY AND LIVELIHOOD EDUCATION (TLE) / STVE

Grade Level Grade 11

Teaching Dates and Time

Learning Area Drafting

WEEK 1

Quarter 1st

V. OBJECTIVES

A. Content Standard

The learners demonstrate an understanding of basic concepts, theories, and core competencies in Technical Drafting.

B. Performance Standard

The learners shall be able to create/provide quality and marketable product and/or service in terms of Technical Drafting as prescribed by the TESDA Training Regulation.

C. Learning Competencies/
Objectives

Orthographic Projections and Dimensioning

- Solving orthographic drawing problems
- Drawing orthographic views
- Using conventional dimensioning techniques

A. CONTENT

- ✓ **ORTHOGRAPHIC DRAWING**
- ✓ **DIMENSIONING**

B. LEARNING RESOURCES

References

TG _____ LM _____ TB _____ LR _____ OLR _____

C. PROCEDURES

A. Review / Motivation	Present deceiving pictures which are related to the topic.	E. Developing Mastery	Formative test (day3 of week1).
B. Establishing the purpose of the lesson	Group the class into six and give each group a perla bar soap, acetate, masking tape and cutter. Ask them to carve any form of basic isometric block.	F. Finding practical applications and concepts in daily living	Correlate the lesson with the actual architectural plans or blueprints.
C. Presenting examples	Present the sample target output of the lesson / activity.	G. Generalization and abstraction	
D. Discussion of new concepts	Facilitate the lesson by direct discussion, collaborative learning and demonstration method. Allow to use glass box to solve orthographic views.	H. Evaluating learning	Formative plate making (day4&5 of week1).
Additional Activities/Remediation	Absentee students and those who were not able to grasp the lesson may use the computer-assisted instruction (CAI) or module (CBLM).		

V. REMARKS

VI. REFLECTION

A. No. of learners who earned 80% in the evaluation.		E. Which of my teaching strategies work well? Why did these work?	<i>Collaborative learning works well because I see them all engaged in the activity.</i>
B. No. of learners who require additional activities for remediation below 50%.		F. What difficulties did I encounter which my principal or supervisor can help me solve?	<i>I am having difficulty to deliver the desired learning skills due to inadequacy of tools & materials.</i>
C. Did the remedial lesson work? No. of learners who have caught up with the lesson.		G. What innovation or localized materials did I use / discover which I wish to share with other teachers.	Drawing problems / Worksheets, CAI and CBLM
D. No. of learners who require additional activities for remediation below 50%.			

Prepared by:	SUNNY B. OJEDA, RMP Teacher III	Checked and reviewed by:	RICARDO C. GUANZON Head Teacher III
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Day 3 Week 1 Q1

DRAWING # INSTRUCTION: USING RED BALLPEN, SUPPLY THE MISSING VISIBLE OR HIDDEN LINES IN EACH SET OF THE FOLLOWING ORTHOGRAPHIC VIEWS.

FIG. 1 FIG. 2 FIG. 3

FIG. 4 FIG. 5 FIG. 6

FIG. 7 FIG. 8 FIG. 9

	ORTHOGRAPHIC VIEW PROBLEMS DRAWING TITLE	DRAWN BY	1st & 2nd	DWG. NO.	PARTS
	SCALE	CHECKED BY	DATE		

DRAWING # INSTRUCTION: USING RED BALLPEN, SUPPLY THE MISSING VIEW AS IT RELATES TO THE GIVEN VIEWS.

FIG. 1 FIG. 2 FIG. 3

FIG. 4 FIG. 5 FIG. 6

FIG. 7 FIG. 8 FIG. 9

	ORTHOGRAPHIC VIEW PROBLEMS DRAWING TITLE	DRAWN BY	1st & 2nd	DWG. NO.	PARTS
	SCALE	CHECKED BY	DATE		

Day 4&5 Week 1 Q1

	ORTHOGRAPHIC DRAWING 1 DRAWING TITLE	NAME	GRADE & SECTION	DATE	PARTS
	SCALE	CHECKED BY	DATE		

	ORTHOGRAPHIC DRAWING 2 DRAWING TITLE	NAME	GRADE & SECTION	DATE	PARTS
	SCALE	CHECKED BY	DATE		

ISOMETRIC VIEW

	ORTHOGRAPHIC DRAWING DRAWING TITLE	DRAWN BY	1st & 2nd	DWG. NO.	PARTS
	SCALE	CHECKED BY	DATE		

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Grade Level Grade 11

Teaching Dates and Time

Learning Area Drafting

WEEK 2

Quarter 1st

D. OBJECTIVES

A. Content Standard

The learners demonstrate an understanding of basic concepts, theories, and core competencies in Technical Drafting.

B. Performance Standard

The learners shall be able to create/provide quality and marketable product and/or service in terms of Technical Drafting as prescribed by the TESDA Training Regulation.

C. Learning Competencies/
Objectives

Three Dimensional Drawings

- Drawing isometric 3D representation

E. CONTENT

✓ **ISOMETRIC DRAWING**

F. LEARNING RESOURCES

References

TG _____ LM _____ TB _____ LR _____ OLR _____

G. PROCEDURES

A. Review / Motivation	Show an instructional video presentation about drawing isometric 3d representation.	E. Developing Mastery	Formative plate making (day1-2 of week3).
B. Establishing the purpose of the lesson	Use sample applications of isometric drawing in working drawings (welding and plumbing).	F. Finding practical applications and concepts in daily living	Correlate the lesson with the actual architectural plans or blueprints.
C. Presenting examples	Present the sample target output of the lesson / activity.	G. Generalization and abstraction	Legibility, accuracy, neatness, and speed are the essentials factors to be considered in working drawing. Ample time should also be given consideration to address accuracy.
D. Discussion of new concepts	Facilitate the lesson by direct discussion and demonstration method.	H. Evaluating learning	Summative plate making (day3&5 of week2).
Additional Activities/Remediation	Absentee students and those who were not able to grasp the lesson may use the computer-assisted instruction (CAI) or module (CBLM).		

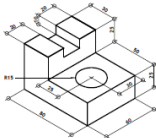
V. REMARKS

VI. REFLECTION


A. No. of learners who earned 80% in the evaluation.		E. Which of my teaching strategies work well? Why did these work?	<i>Giving students more time to explore and discover the task given allows them to make their drawings accurate and neat.</i>
B. No. of learners who require additional activities for remediation below 50%.		F. What difficulties did I encounter which my principal or supervisor can help me solve?	<i>I am having difficulty to deliver the desired learning skills due to inadequacy of tools & materials.</i>
C. Did the remedial lesson work? No. of learners who have caught up with the lesson.		G. What innovation or localized materials did I use / discover which I wish to share with other teachers.	Drawing problems / Worksheets, CAI and CBLM
D. No. of learners who require additional activities for remediation below 50%.			

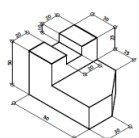
Prepared by:	SUNNY B. OJEDA, RMP Teacher III	Checked and reviewed by:	RICARDO C. GUANZON Head Teacher III
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Week 2 Q1




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	SAN JOSE DEL MONTE NATIONAL TRADE SCHOOL TECHNICAL, VOCATIONAL AND LIVELIHOOD	ISOMETRIC DRAWING 1 PLATE TITLE	NAME	
	DATE	PLATE NO.	GRADE & SECTION TEACHER: MS. SUNNY B. OJEDA-RIP	



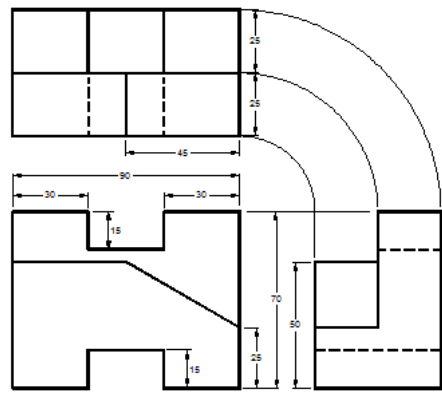
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	SAN JOSE DEL MONTE NATIONAL TRADE SCHOOL TECHNICAL, VOCATIONAL AND LIVELIHOOD	ISOMETRIC DRAWING 2 PLATE TITLE	NAME	
	DATE	PLATE NO.	GRADE & SECTION TEACHER: MS. SUNNY B. OJEDA-RIP	

OBLIQUE AND ISOMETRIC PROBLEMS

1. DIVIDE DRAWING SHEET IN TWO PARTS. DRAW OBLIQUE VIEW @45 deg. and THE ISOMETRIC VIEW IN SCALE 1:1mm AS IT RELATES TO THE GIVEN ORTHOGRAPHIC VIEWS OF THE OBJECT.
2. DIMENSIONS NOT INCLUDED.

TOP



FRONT
R-SIDE

DRAWING TITLE	DRAWN BY	TR. & SEC.	DWG. NO.	DATE
SCALE	CHECKED BY			

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DAILY LESSON LOG

TECHNOLOGY AND LIVELIHOOD EDUCATION (TLE) / STVE

Grade Level

Grade 11

Teaching Dates and Time

Learning Area

Drafting

WEEK 3

Quarter

1st

H. OBJECTIVES

A. Content Standard

The learners demonstrate an understanding of basic concepts, theories, and core competencies in Technical Drafting.

B. Performance Standard

The learners shall be able to create/provide quality and marketable product and/or service in terms of Technical Drafting as prescribed by the TESDA Training Regulation.

C. Learning Competencies/
Objectives

Three Dimensional Drawings

- Drawing oblique 3D representation
- Drawing perspective 3D representation

I. CONTENT

✓ **OBLIQUE & PERSPECTIVE DRAWING**

J. LEARNING RESOURCES

References

TG _____ LM _____ TB _____ LR _____ OLR _____

K. PROCEDURES

A. Review / Motivation	Show inspirational PowerPoint presentation related to attitude towards work.	E. Developing Mastery	Formative plate making (day1-2 of week3).
B. Establishing the purpose of the lesson	<i>Present the lesson objectives</i>	F. Finding practical applications and concepts in daily living	Correlate the lesson with the actual architectural plans or blueprints.
C. Presenting examples	Present the sample target output of the lesson / activity.	G. Generalization and abstraction	Without proper work attitude in any task is always unfavourable both for the employer and employee.
D. Discussion of new concepts	Facilitate the lesson by direct discussion and demonstration method.	H. Evaluating learning	Summative plate making (day3&5 of week3).
Additional Activities/Remediation	Absentee students and those who were not able to grasp the lesson may use the computer-assisted instruction (CAI) or module (CBLM).		

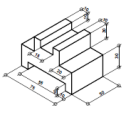
V. REMARKS

VI. REFLECTION


A. No. of learners who earned 80% in the evaluation.		E. Which of my teaching strategies work well? Why did these work?	Discussion first, then hands-on activity is also found out to be very effective since students' attention spans are very limited.
B. No. of learners who require additional activities for remediation below 50%.		F. What difficulties did I encounter which my principal or supervisor can help me solve?	I am having difficulty to deliver the desired learning skills due to inadequacy of tools & materials.
C. Did the remedial lesson work? No. of learners who have caught up with the lesson.		G. What innovation or localized materials did I use / discover which I wish to share with other teachers.	Drawing problems / Worksheets, CAI and CBLM
D. No. of learners who require additional activities for remediation below 50%.			

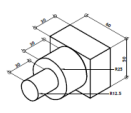
Prepared by:	SUNNY B. OJEDA, RMP Teacher III	Checked and reviewed by:	RICARDO C. GUANZON Head Teacher III
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Week 3 Q1




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 SAN JOSE DEL MONTE NATIONAL TRADE SCHOOL <small>TECHNICAL, VOCATIONAL AND LIVELIHOOD</small>	<small>OBLOQUE DRAWING 1</small>	<small>NAME</small>	
	<small>PLATE TITLE</small>	<small>GRADE & SECTION</small>	
	<small>DATE</small>	<small>TEACHER</small>	<small>MR. SUNNY B. OJEDA, RMP</small>



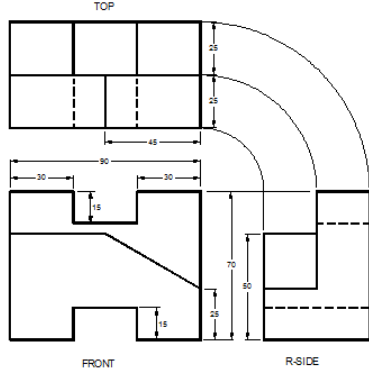
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 SAN JOSE DEL MONTE NATIONAL TRADE SCHOOL <small>TECHNICAL, VOCATIONAL AND LIVELIHOOD</small>	<small>OBLOQUE DRAWING 2</small>	<small>NAME</small>	
	<small>PLATE TITLE</small>	<small>GRADE & SECTION</small>	
	<small>DATE</small>	<small>TEACHER</small>	<small>MR. SUNNY B. OJEDA, RMP</small>

OBLOQUE AND ISOMETRIC PROBLEMS

1. DIVIDE DRAWING SHEET IN TWO PARTS. DRAW OBLIQUE VIEW @ 45 DEG AND THE ISOMETRIC VIEW IN SCALE 1:1mm AS IT RELATES TO THE GIVEN OR TWO GRAPHIC VIEWS OF THE OBJECT.

2. DIMENSIONS NOT INCLUDED.

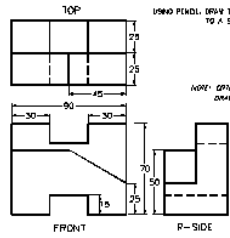


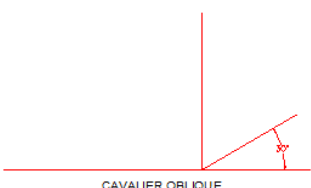
<small>DRAWING TITLE</small>	<small>DRAWN BY</small>	<small>YR & SEC</small>	<small>DWG NO.</small>	<small>DATE</small>	<small>SCALE</small>
	<small>CHECKED BY</small>				

PLATE#

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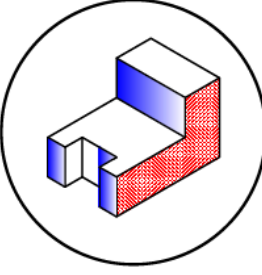
USING PENCIL, SHOW THE CAVALIER OBLIQUE (SEE CONSTRUCTION DESIGN) TO A SCALE OF 1/4" = 1" FULL SCALE






CAVALIER OBLIQUE

<small>DRAWING TITLE</small>	<small>DRAWN BY</small>	<small>YR & SEC</small>	<small>DWG NO.</small>	<small>DATE</small>	<small>SCALE</small>
	<small>CHECKED BY</small>				



 SAN JOSE DEL MONTE NATIONAL TRADE SCHOOL <small>TECHNICAL, VOCATIONAL AND LIVELIHOOD</small>	<small>ONE-PT PERSPECTIVE</small>	<small>NAME</small>	
	<small>PLATE TITLE</small>	<small>GRADE & SECTION</small>	
	<small>DATE</small>	<small>TEACHER</small>	<small>MR. SUNNY B. OJEDA, RMP</small>

SAN JOSE DEL MONTE NATIONAL TRADE SCHOOL

City of San Jose Del Monte

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DAILY LESSON LOG

TECHNOLOGY AND LIVELIHOOD EDUCATION (TLE) / STVE

Grade Level

Grade 11

Teaching Dates and Time

Learning Area

Drafting

WEEK 4

Quarter

1st

L. OBJECTIVES

A. Content Standard

The learners demonstrate an understanding of concepts and principles in the preparation of architectural layout and details.

B. Performance Standard

The learners shall be able to prepare architectural layout and details based on established industry and/or job requirements

C. Learning Competencies/
Objectives

Preparing for Architectural Job Requirements

- Planning considerations for beginners
- Designing a house according to job requirement (conceptualization)

M. CONTENT

✓ **BASIC PLANNING & DESIGNING**

N. LEARNING RESOURCES

References

TG _____ LM _____ TB _____ LR _____ OLR _____

O. PROCEDURES

A. Review / Motivation	Show a video presentation of a modern house (archi & engg#1).	E. Developing Mastery	Presentation of bubble and line diagram (day1 of week4).
B. Establishing the purpose of the lesson	Extract information from the learners the things to be considered in planning a house. <i>Present the lesson objectives.</i>	F. Finding practical applications and concepts in daily living	Correlate the lesson with the actual architectural plans or blueprints.
C. Presenting examples	Show video clip (bubble diagram) and pictures.	G. Generalization and abstraction	Expound the quotation “Be the architect or designer of your own future.”
D. Discussion of new concepts	Facilitate the lesson by direct instruction and collaborative learning where they have to present bubble and line diagram as group house design. Provide graphing and manila paper.	H. Evaluating learning	Suggestions and plan revisions (day2 of week4).
Additional Activities/Remediation	Absentee students and those who were not able to grasp the lesson may use the computer-assisted instruction (CAI) or module (CBLM).		

V. REMARKS

VI. REFLECTION

A. No. of learners who earned 80% in the evaluation.		E. Which of my teaching strategies work well? Why did these work?	<i>Allowing students to design could enhance their potentials in becoming an architect or engineer.</i>
B. No. of learners who require additional activities for remediation below 50%.		F. What difficulties did I encounter which my principal or supervisor can help me solve?	<i>I am having difficulty to deliver the desired learning skills due to inadequacy of tools & materials.</i>
C. Did the remedial lesson work? No. of learners who have caught up with the lesson.		G. What innovation or localized materials did I use / discover which I wish to share with other teachers.	Drawing problems / Worksheets, CAI and CBLM
D. No. of learners who require additional activities for remediation below 50%.			

Prepared by:	<u>SUNNY B. OJEDA, RMP</u> Teacher III	Checked and reviewed by:	<u>RICARDO C. GUANZON</u> Head Teacher III
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DAILY LESSON LOG

TECHNOLOGY AND LIVELIHOOD EDUCATION (TLE) / STVE

Grade Level

Grade 11

Teaching Dates and Time

Learning Area

Drafting

WEEK 4

Quarter

1st

P. OBJECTIVES

A. Content Standard

The learners demonstrate an understanding of concepts and principles in the preparation of architectural layout and details.

B. Performance Standard

The learners shall be able to prepare architectural layout and details based on established industry and/or job requirements

C. Learning Competencies/
Objectives

Drafting Floor Plans

- Drawing walls, windows, doors, fixtures, and fittings according to architectural design standards

Q. CONTENT

✓ **DRAFTING FLOOR PLAN**

R. LEARNING RESOURCES

References

TG _____ LM _____ TB _____ LR _____ OLR _____

S. PROCEDURES

A. Review / Motivation	Show the eye catcher and JESUS GIF pictures.	E. Developing Mastery	Formative plate making using worksheets (day3 of week4).
B. Establishing the purpose of the lesson	Provide worksheets with preliminary layout of floor plan. <i>Present the lesson objectives</i>	F. Finding practical applications and concepts in daily living	Correlate the lesson with the actual architectural plans or blueprints.
C. Presenting examples	Show the sample output.	G. Generalization and abstraction	Proper use of tools and material create excellent result in drafting.
D. Discussion of new concepts	Facilitate the lesson by direct instruction and demonstration technique.	H. Evaluating learning	Summative performance test (day4&5 of week4).
Additional Activities/Remediation	Absentee students and those who were not able to grasp the lesson may use the computer-assisted instruction (CAI) or module (CBLM).		

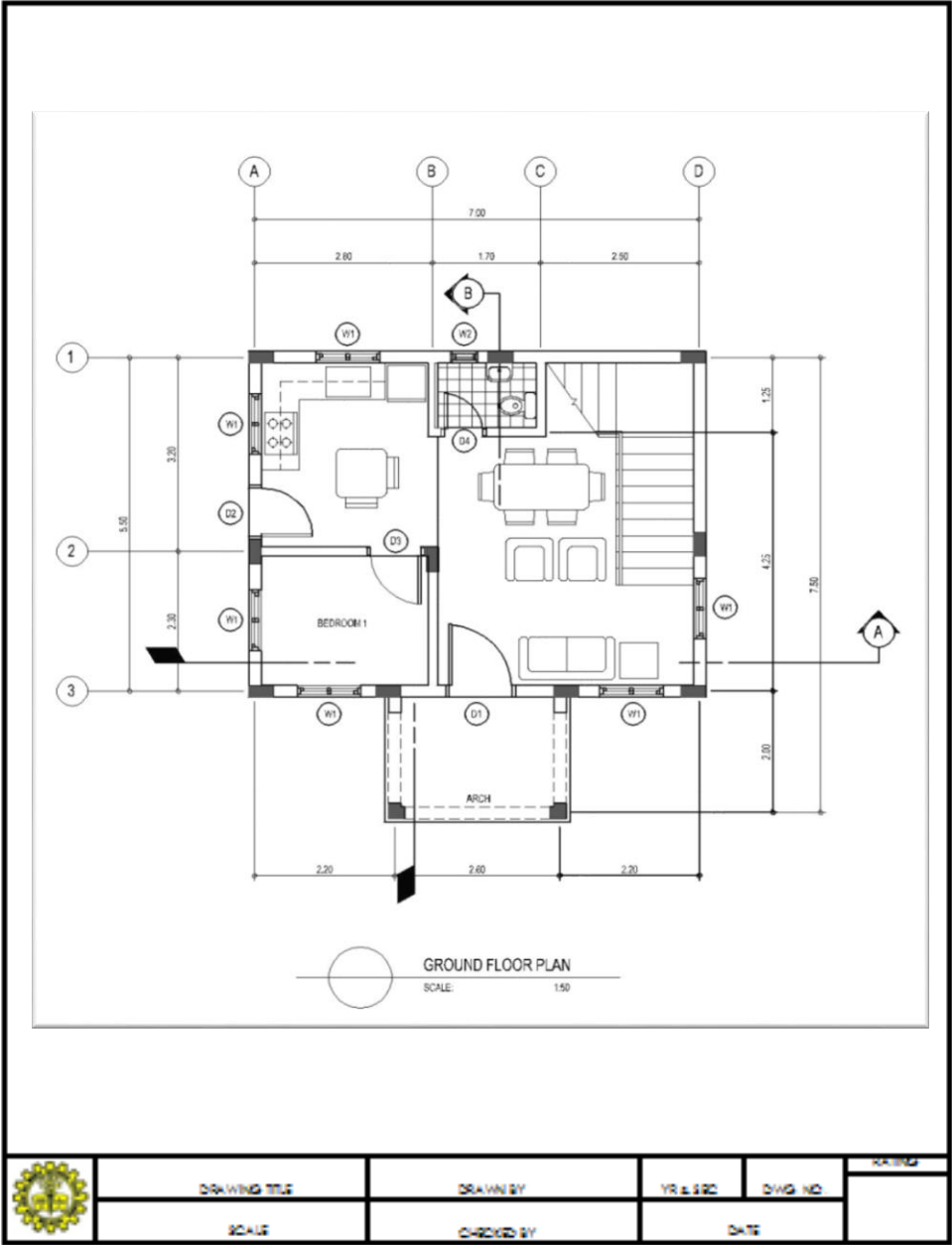
V. REMARKS

VI. REFLECTION

A. No. of learners who earned 80% in the evaluation.		E. Which of my teaching strategies work well? Why did these work?	<i>Drill and practice in technical drafting may develop the speed, legibility, and accuracy of the draftsman.</i>
B. No. of learners who require additional activities for remediation below 50%.		F. What difficulties did I encounter which my principal or supervisor can help me solve?	<i>I am having difficulty to deliver the desired learning skills due to inadequacy of tools & materials.</i>
C. Did the remedial lesson work? No. of learners who have caught up with the lesson.		G. What innovation or localized materials did I use / discover which I wish to share with other teachers.	Drawing problems / Worksheets, CAI and CBLM
D. No. of learners who require additional activities for remediation below 50%.			

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Week 4 Q1



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Teaching Dates and Time

Learning Area

Drafting

WEEK 5

Quarter

1st

T. OBJECTIVES

A. Content Standard

The learners demonstrate an understanding of concepts and principles in the preparation of architectural layout and details.

B. Performance Standard

The learners shall be able to prepare architectural layout and details based on established industry and/or job requirements

C. Learning Competencies/ Objectives

Drafting Floor Plans

- Drawing walls, windows, doors, fixtures, and fittings according to architectural design standards

U. CONTENT

✓ **DRAFTING & DESIGNING OF TWO-STOREY RESIDENTIAL BUILDING (Group)**

V. LEARNING RESOURCES

References

TG _____ LM _____ TB _____ LR _____ OLR _____

W. PROCEDURES

A. Review / Motivation

Show the rubrics for the plate making.

E. Developing Mastery

Group the class into six and let them design their two-storey residential building based on the activity sheet (**day1 of week5**).

B. Establishing the purpose of the lesson

Provide information on how to keep the drawings or plates neat and clean.
Present the lesson objectives

F. Finding practical applications and concepts in daily living

Correlate the lesson with the actual architectural plans or blueprints.

C. Presenting examples

Show the sample output.

G. Generalization and abstraction

Designs are subject to revisions even in the actual implementation.

D. Discussion of new concepts

Facilitate the lesson by direct instruction and demonstration technique.

H. Evaluating learning

Summative performance test through plate making (**day1 to 5 of week5**).

Additional Activities/Remediation

Absentee students and those who were not able to grasp the lesson may use the computer-assisted instruction (**CAI**) or module (**CBLM**).

V. REMARKS

VI. REFLECTION

A. No. of learners who earned 80% in the evaluation.

E. Which of my teaching strategies work well? Why did these work?

Drill and practice in technical drafting may develop the speed, legibility, and accuracy of the draftsman.

B. No. of learners who require additional activities for remediation below 50%.

F. What difficulties did I encounter which my principal or supervisor can help me solve?

I am having difficulty to deliver the desired learning skills due to inadequacy of tools & materials.

C. Did the remedial lesson work? No. of learners who have caught up with the lesson.

G. What innovation or localized materials did I use / discover which I wish to share with other teachers.

Drawing problems / Worksheets, CAI and CBLM

D. No. of learners who require additional activities for remediation below 50%.

Prepared by:

SUNNY B. OJEDA, RMP
Teacher III

Checked and reviewed by:

RICARDO C. GUANZON
Head Teacher III

SAN JOSE DEL MONTE NATIONAL TRADE SCHOOL

City of San Jose Del Monte

Annex 18 to DepEd Order No. 42, s. 2016

DAILY LESSON LOG

TECHNOLOGY AND LIVELIHOOD EDUCATION (TLE) / STVE

Grade Level

Grade 11

Teaching Dates and Time

Learning Area

Drafting

WEEK 6

Quarter

1st

X. OBJECTIVES

A. Content Standard

The learners demonstrate an understanding of concepts and principles in the preparation of architectural layout and details.

B. Performance Standard

The learners shall be able to prepare architectural layout and details based on established industry and/or job requirements

C. Learning Competencies/ Objectives

Drafting Floor Plans

- Drawing walls, windows, doors, fixtures, and fittings according to architectural design standards
- Drawing grid and dimension lines according to architectural design standards
- Using metric scale system according to the magnitude of the plan
- Identifying sizes of doors, walls, and rooms following the schedule Indicate letterings and labels according to the drafting standards

Y. CONTENT

✓ **DRAFTING & DESIGNING OF TWO-STOREY RESIDENTIAL BUILDING**
(Individual plate making activity)

Z. LEARNING RESOURCES

References

TG _____ LM _____ TB _____ LR _____ OLR _____

AA. PROCEDURES

A. Review / Motivation	Exercise through video clip	E. Developing Mastery	Individual plate making activity (Day 1 to 5 of Week 6) .
B. Establishing the purpose of the lesson	Show the rubrics for the plate making. <i>Present the lesson objectives.</i>	F. Finding practical applications and concepts in daily living	Correlate the lesson with the actual architectural plans or blueprints.
C. Presenting examples	Show the sample output.	G. Generalization and abstraction	Manual dexterity can only be attained through constant practice.
D. Discussion of new concepts	Facilitate the lesson by collaborative, problem based learning and demonstration technique.	H. Evaluating learning	Summative performance test through plate making with performance rubrics as rating scale.
Additional Activities/Remediation	Absentee students and those who were not able to grasp the lesson may use the computer-assisted instruction (CAI) or module (CBLM).		

V. REMARKS

VI. REFLECTION

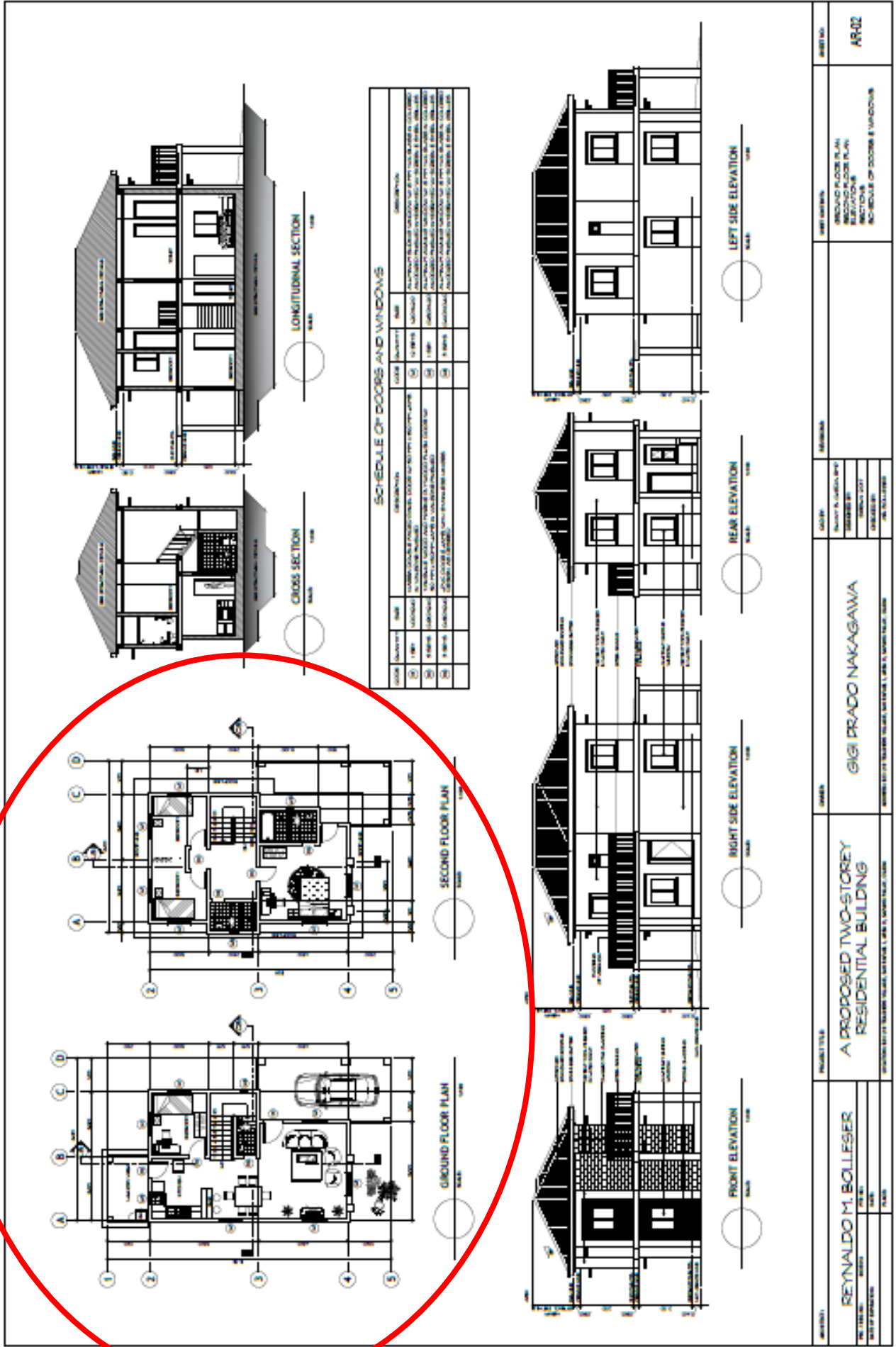
A. No. of learners who earned 80% in the evaluation.		E. Which of my teaching strategies work well? Why did these work?	<i>Problem based learning will develop drafting skills which is similar to industry-related experience</i>
B. No. of learners who require additional activities for remediation below 50%.		F. What difficulties did I encounter which my principal or supervisor can help me solve?	<i>I am having difficulty to deliver the desired learning skills due to inadequacy of tools & materials.</i>
C. Did the remedial lesson work? No. of learners who have caught up with the lesson.		G. What innovation or localized materials did I use / discover which I wish to share with other teachers.	Drawing problems / Worksheets, CAI and CBLM
D. No. of learners who require additional activities for remediation below 50%.			

Prepared by:

SUNNY B. OJEDA, RMP
Teacher III

Checked and reviewed by:

RICARDO C. GUANZON
Head Teacher III



PROJECT TITLE	A PROPOSED TWO-STORY RESIDENTIAL BUILDING	
DESIGNER	REYNALDO M. BOLLFESER	
DATE		
SCALE		
PROJECT NO.	AR-02	
REVISIONS	REVISION NO. DESCRIPTION 1 GROUND FLOOR PLAN 2 SECOND FLOOR PLAN 3 ELEVATIONS 4 SCHEDULE OF DOORS & WINDOWS	
DESIGNER	REYNALDO M. BOLLFESER	
DATE	2017	
SCALE	AS SHOWN	
PROJECT NO.	AR-02	

SAN JOSE DEL MONTE NATIONAL TRADE SCHOOL

City of San Jose Del Monte

Annex 18 to DepEd Order No. 42, s. 2016

DAILY LESSON LOG

TECHNOLOGY AND LIVELIHOOD EDUCATION (TLE) / STVE

Grade Level Grade 11

Teaching Dates and Time

Learning Area Drafting

WEEK 7

Quarter 1st

BB. OBJECTIVES

D. Content Standard

The learners demonstrate an understanding of concepts and principles in the preparation of architectural layout and details.

E. Performance Standard

The learners shall be able to prepare architectural layout and details based on established industry and/or job requirements

F. Learning Competencies/
Objectives

Drafting Floor Plans

- Drawing walls, windows, doors, fixtures, and fittings according to architectural design standards
- Drawing grid and dimension lines according to architectural design standards
- Using metric scale system according to the magnitude of the plan
- Identifying sizes of doors, walls, and rooms following the schedule Indicate letterings and labels according to the drafting standards

CC. CONTENT

✓ **DRAFTING & DESIGNING OF TWO-STOREY RESIDENTIAL BUILDING**
(Continuation of Individual plate making activity)

DD. LEARNING RESOURCES

References

TG _____ LM _____ TB _____ LR _____ OLR _____

EE. PROCEDURES

A. Review / Motivation	Exercise through video clip	E. Developing Mastery	Individual plate making activity (Day 1 to 5 of Week 7) .
B. Establishing the purpose of the lesson	Show the rubrics for the plate making. <i>Present the lesson objectives.</i>	F. Finding practical applications and concepts in daily living	Correlate the lesson with the actual architectural plans or blueprints.
C. Presenting examples	Show the sample output.	G. Generalization and abstraction	Manual dexterity can only be attained through constant practice.
D. Discussion of new concepts	Facilitate the lesson by collaborative, problem based learning and demonstration technique.	H. Evaluating learning	Summative performance test through plate making with performance rubrics as rating scale.

Additional Activities/Remediation Absentee students and those who were not able to grasp the lesson may use the computer-assisted instruction **(CAI)** or module **(CBLM)**.

V. REMARKS

VI. REFLECTION

A. No. of learners who earned 80% in the evaluation.		E. Which of my teaching strategies work well? Why did these work?	<i>Problem based learning will develop drafting skills which is similar to industry-related experience</i>
B. No. of learners who require additional activities for remediation below 50%.		F. What difficulties did I encounter which my principal or supervisor can help me solve?	<i>I am having difficulty to deliver the desired learning skills due to inadequacy of tools & materials.</i>
C. Did the remedial lesson work? No. of learners who have caught up with the lesson.		G. What innovation or localized materials did I use / discover which I wish to share with other teachers.	Drawing problems / Worksheets, CAI and CBLM
D. No. of learners who require additional activities for remediation below 50%.			

Prepared by:	SUNNY B. OJEDA, RMP Teacher III	Checked and reviewed by:	RICARDO C. GUANZON Head Teacher III
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