

 <b>GRADES 1 to 12</b> <b>DAILY LESSON LOG</b>	School:	DepEdClub.com	Grade Level:	VI
	Teacher:	File created by Sir BRIAN JOSEPH T. DE GUZMAN	Learning Area:	ENGLISH
	Teaching Dates and Time:	SEPT. 30 – OCT. 4, 2024 (WEEK 1)	Quarter:	2 <sup>ND</sup> QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES					
A .Content Standard	demonstrates an understanding of English grammar and usage in speaking or writing demonstrates an understanding of verbal cues for clear expression of ideas demonstrates an understanding of verbal and nonverbal elements of communication to respond back				
B .Performance Standard	uses the classes of words aptly in oral and written discourse actively creates and participates in oral theme-based activities uses paralanguage and nonverbal cues to respond appropriately				
C.Learning Competency/Objectives Write the LC code for each.	<b>EN6OL-IIa-3.7</b> Employ an appropriate style of speaking, adjusting language, gestures, rate, and volume according to audience and purpose <b>EN6F-IIa-2.9</b> Self-correct when reading		<b>EN6V-IIa-12.3.3</b> <b>EN6V-IIa-12.4.1.3</b> <b>EN6V-IIa-12.4.2.3</b> Infer meaning of borrowed words and content specific terms using context clues affixes and roots -other strategies (Math) <b>EN6SS-IIa-1.3</b> <b>EN6SS-IIa-1.4</b> Gather relevant information from various sources -glossary & indices	<b>EN6G-IIa-5.5</b> <b>EN6G-IIa-5.2</b> Compose clear and coherent sentences using appropriate grammatical structures: -Order and degrees of regular adjectives	<b>EN6WC-IIa-3.7</b> Fill-out forms accurately and efficiently (biodata, application forms, etc.)
II. CONTENT					
III.LEARNING RESOURCES					
A. References					
1. Teacher’s Guide pages					
2. Learner’s Materials pages	p. 135 ( Week 1)				
3. Textbook pages	Mathletics Book (Glossary)				
4. Additional Materials from Learning Resource (LR)portal					

B. Other Learning Resource	Pictures of a hospital and a doctor		Jumbled letters	Tarpapel for concepts	Bio-data sheets
<b>IV.PROCEDURES</b>					
A. Reviewing previous lesson or presenting the new lesson	Review: Have a glimpse of the discussion last Friday.		What are the standards in speaking well?	Give some mathematical concept and their meaning.	What are the different degrees of adjectives?
B. Establishing a purpose for the lesson	Show a picture of a hospital. Let the pupils enumerate the persons or things they can find in there.		<b>Arrange Me!</b> Let pupils be in groups. Let them arrange the jumbled letters about mathematical concepts and ideas. The group who will score the most will win.	Let the pupils read the following sentences: 1. Rina is beautiful. 2. Zenia is more beautiful than Rina. 3. Audrey is the most beautiful girl among them.	Have pupils tell to class the steps they know in applying for a job.
C. Presenting examples/Instances of the new lesson	Let the pupils tell something about a doctor. Elicit information possible.		Ask the pupils to define the terms on the arranged jumbled letters.	Let the pupils differ the previous instances.	Distribute biodata sheets for each group. Let them say what they see inside it.
D. Discussing new concepts and practicing new skills # 1	The teacher will read the selection "Think Before You Judge" on p. 135 of the LM. The pupils will read after. Then, let them answer "Check it Out"		Show some sentences with the mathematical concepts. Let them define the words using context clues.	Show the tarpapel and discuss the degrees of comparison of adjectives.	Tell to class what a biodata is.
E. Discussing new concepts and practicing new skills # 2	The teacher will guide the students on how to employ appropriate style of speaking, adjusting language, gestures, rate, and volume according to audience and purpose		Present sentences with mathematical concepts. Then, let the pupils consult a glossary to define the meaning.	<b>Group Activity</b> Give an adjective to each group and let them make a sentence for each degree.	Have the parts of a biodata be discussed.
F. Developing mastery (leads to Formative Assessment )	<b>Group Activity</b> The pupils will proceed into their groupings. Then, they will be asked to prepare a reaction or a synopsis of the selection read. The output will be read with the group. After that, the group will check for errors. After the time, the group have a reporter to relay their insights.		Let the pupils complete the sentences by underlining the correct answer from the choices.	Let the pupils complete the sentences by writing the appropriate form of the adjective on the blank.	Ask questions about the parts of a biodata. Original File Submitted and Formatted by DepEd Club Member - visit <a href="http://depedclub.com">depedclub.com</a> for more

G. Finding practical application of concepts and skills in daily living	What benefit can we get from knowing how to speak well?		Why do we need to understand mathematical concepts?	What is the relevance of using the correct adjective?	Why do we need a biodata?
H. Making generalizations and abstractions about the lesson	What are the standards of speaking well?		Give some mathematical concept and their meaning.	What are the different degrees of adjectives?	How do we fill up a biodata?
I. Evaluating learning	The reporting will be graded using a teacher – made rubric for speaking.		Let the pupils complete the sentences by underlining the correct answer from the choices.	Let the pupils complete the sentences by writing the appropriate form of the adjective on the blank.	Have the pupils fill up a biodata. A rubric for filling up a biodata will be used to grade the pupils.
J. Additional activities for application or remediation			Think of 5 mathematical concept and use each in a sentence.	Let pupils pick an adjective write the different degree of comparison and use it in a sentence.	
<b>V.REMARKS</b>					
<b>VI.REFLECTION</b>					
A. No. of learners who earned 80% in the evaluation					
B. No. of learners who require additional activities for remediation who scored below 80%					
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?					