GRADES 1 to 12 DAILY LESSON LOG	School:	Visit DepEdresources.com for more	Grade Level:	VI
	Teacher:		Learning Area:	EPP-HE
	Teaching Dates and Time:	SEPTEMBER 18 - 22, 2023 (WEEK 4)	Quarter:	1ST QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES					
A. Content standards	Demonstrates an understanding of skills in sewing household linens				
B. Performance Standards	Sews household linens using appropriate tools and materials in applying basic principles in sewing				
C. Learning Competencies	2.4 drafts pattern for household linens 2.4.1 steps in drafting pattern 2.4.2 safety precautions 2.5 sews creative and marketable household linens as means to augment family income 2.5.1 assesses the finished products as to the quality (using rubrics) 2.6 markets finished household linens in varied/creative ways 2.6.1 packages product for sale creativity/artistically: prepares creative package and uses materials using local resources, packages products artistically, and labels packaged product 2.6.2 computes costs, sales and gains with pride 2.6.3 uses technology in advertising products 2.6.4 monitors and keeps record of production and sales				
Write the LC Code for each	**TLE6HE-0d-8, TLE6HE-0d-9**				
II. CONTENT	Sewing of household linens				
III. LEARNING RESOURCES					
A. References					
1. Teacher's Guide					
2. Learner's Materials					
3. Textbook					
4. Additional Materials From LR					
B. Other Learning Resources					
IV. PROCEDURES					
A. Review/Presenting New Lesson	Review: Identifying supplies/materials and tools needed for the project	Review: How to sew and sell pillowcases	Review: How to make and sell table runners	Review: Labeling and designing of a product	Review: Making an advertisement for a certain product

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<td>B. Establishing a purpose of the lesson</td>
<td>Using a power point presentation, show the learners the different shapes, colors and designs of pillowcases.
Ask the learners what kind of pillowcases they have at home.</td>
<td>Play a video presentation of different household linens such as:
1. Table Napkin
2. Table Cloth
3. Table Runner
4. Bed Sheet
5. Towel

Let the learners negotiate what particular household linen from the list they want to sew.
Guide and encourage the negotiations to a Table Runner.</td>
<td>Show a video of different packaging and designs of household linens.
Ask the learners what makes each attractive?</td>
<td>Play a video of different TV commercials.</td>
<td>Present a business financial record and income.
Explain to the learners that engaging in a business armed with a financial plan is needed/essential/ necessary. To monitor the status of your market gain.</td>
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<td>C. Presenting of the new lesson</td>
<td>Today, we will learn on how to make pillowcases.

Present a video that shows how to make pillowcases.

Show the class the pattern on how to make pillowcases.</td>
<td>Show a video that shows how to sew a table runner.
You can also provide pictures or slide show of different creative designs of table runners.
Present the pattern in sewing table runners.</td>
<td>Present a sample picture of Table Runner label design and packaging through pictures or slide show presentation.</td>
<td>Let each group present the product label formulated yesterday.</td>
<td>Present a table with this content.
<table>
<tr><td>PRODUCT</td><td>CURTAINS</td></tr>
<tr><td>CAPITAL</td><td>1,100.00</td></tr>
<tr><td>NO OF ITEM</td><td>8 pairs</td></tr>
<tr><td>PRICE/ ITEM</td><td>250/pair</td></tr>
<tr><td>SALES</td><td>2,000.00</td></tr>
<tr><td>PROFIT</td><td>900</td></tr>
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<td>D. Discussing new concept and practicing new skills #1</td>
<td>Ask the pupils if they know someone or have seen somebody who is selling pillowcases.
Make the learners realize that making pillowcases can be a source of income.</td>
<td>Let the learners apply or make the pattern of a table runner.</td>
<td>Guide the learners to a realization that creativeness in designing and packaging takes a vital role in promoting the product.</td>
<td>Explain to the learners that to maximize marketing, advertisement is needed.
Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more</td>
<td>Inform the learners about the parts and contents of the chart.
Capital- is the total value of expenses in making your product
Sales- is the total value of the items sold.</td>
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					Profit- is the value of money after deducting the capital from the total sales.
E. Discussing new concepts and practicing #2	Enumerate the different concerns in making pillowcases and in selling them such as: 1. Materials needed 2. Cost of Capital 3. Designs 4. Marketing Strategy 5. Target Consumer	Inform the learners that in making and selling table runners there are things to be considered such as: 1. Materials needed 2. Cost of Capital 3. Designs 4. Marketing Strategy 5. Target Consumer Elaborate each.	Group the learners. Instruct the learners to make a draft on their design for table runner packaging and label. Remind them that creativeness catches buyers' attention.	Discuss the different forms of advertisement and the medium to advertise their products. 1. Magazine 2. Newspaper 3. TV Commercial 4. Facebook	Instruct learners to group themselves and make a financial report of their product yesterday. Give each group enough time to work with each other in making their financial report.
F. Developing mastery	Let the learners make pillowcases' pattern.	Allow the learners to apply the pattern of sewing table runners by letting them do the actual sewing. Remind them of the safety precautions in handling materials and while sewing.	Give learners ample time to apply their designs. The learners will do the task by group.	Let the learners plan on how to promote their product through social media/using the internet	Group Presentation Assign one from each group to present/report their output.
G. Finding practical application of concepts and skills in daily living	Remind the pupils of the safety precautions in handling materials and in sewing. Actual sewing of pillow cases	Actual sewing activity with the teacher's supervision	Each group will present their formulated design for a product label.	Let each of the groups present the advertisement. Encourage each group to advertise the products in social sites.	After reporting, ask each group the following questions. 1. How did you come up with the amount, for your capital? 2. Do you think the price of your product is reasonable? 3. What makes your product saleable? 4. Have you gained profit?
H. Making generalizations	What skills do you need in making pillowcases and in gaining extra income out of it?	What skills do you need in making table runners and in gaining extra income out of it?	How does the design of labels help the product become saleable?	How do advertisements help reach the target consumer of your product?	Let each group share the experiences in the given activity.
I. Evaluation	Rate pupils' output using rubrics.	Rate pupils' output using rubrics.	Rate their presentation using rubrics.	Rate their presentation using rubrics.	Direction: Put a check (/) if you agree and X if you do not.

					___1. Creativity in making a label is important in promoting a product. ___2. Quality is not important in a product. ___3. The advertisement must also be creative. ___4. Planning is important in a business. ____5. In selling a product, it is necessary to know the target market.
V. REMARKS					
VI. REFLECTION					
A. No. of learners who earned 80% of the formative assessment					
B. No. of learners who required additional activities to 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 of local and material did use/discover which I wish to share with other teachers					