

Grade 6 Term 1, Week 9 LESSON PLAN	
N a m e o f L e s s o n	Connecting, Inferring, and Organizing: A Comprehen sive Language Toolkit
L e a r n i n g A r e a / s	English
D e s	Deped libre

igned by Teacher/s	
Designed for which Grade	D6

e L e v e l a n d S e c t i o n						
N o . o f S e s s i o n s	S e s s i o n 1	S e s s i o n 2	S e s s i o n 3	S e s s i o n 4	S e s s i o n 5	
R e f e r e	Dep Ed Gra de 6 Eng lish					

n c e s (b o o k s , w e b s i t e s , t o o l k i t s , e t c .)	Qua rter 1 Lea rner 's Mat eria ls and Mo dule s on Ma kin g Con nect ions . • List of com mo n affi xes and sam ple sent enc es wit h pun ctua
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graph composition and outlining templates.

- Video clips of silent film excerpts and a collection of varied Public Service Announcements

	ent post ers.
D e c I a r a t i o n o f A I u s e C i t e h o w A I w a s u s e d i n t h e	Artificial Intelligence (AI) tools were used to assist in the preparation of this lesson plan, particularly in generating ideas, improving clarity of instructions, and organizing learning activities aligned with the MELCs. All AI-assisted outputs were carefully reviewed, validated, and contextualized by the teacher to

for omul a t i o n o f t h e l e s s o n p l a n . S e e D O 3 , 2 0 2 6 A n n e x A .	ensure accuracy, appropriate ness, and alignment with DepEd standards.
I n t	Meaningful learning experiences

e are n anchored in t how we i frame them. o Start by n deciding s what you . want learners to master by the end of the lesson - keep it clear and simple. Remember: Understandi ng your learners' evolving context and designing around it help ensure that your lessons connect with and are relevant to them.	
L Identify and e distinguish a between r text-to-self, n text-to-text, i and n text-to-worl	

g	d
C	connections
o	; Infer
m	meanings of
p	unfamiliar
e	words using
t	structural
e	and
n	punctuation
c	context
y	clues;
:	Organize
W	information
r	from
i	information
t	al texts
e	using basic
t	outline
h	formats;
e	Compose
c	well-structu
o	red
m	paragraphs
p	based on
e	organized
t	outlines;
e	Analyze
n	non-verbal
c	communicat
y	ion cues and
/	visual
i	elements to
e	interpret
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f	intent and
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u l u m t h a t w e a r e t a r g e t i n g , a n d t h e c o n t e n t o r p e r f o r m a n c e s t	
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a n d a r d s a p p l i c a b l e t o t h e s e s s i o n .						
L e a r n i n g O b j e c t	I d e n t i f y a n d d i s	I n f e r m e a n i n g s o	O r g a n i z e a n i n f o r m	C o m p o s e a n d f l o w - r e	A n a l y z e a n d e v e r	

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h e c o m p e t e n c y t h a t t h e l e a r n e r s w i l l w o r k o n a n d b e a b l e t o s h o	e x t , a n d t e x t - t o - w o r l d c o n t e n t i n e s i n r e a d	i s (a f f i d i x e s) a n d p u b l i c a t i o n e n c o n t e x t u a l s	t o p i c o u l d i n f o r m a t i o n a n d i n d e a s a n d s u p	e v i d e n c e t h e i n t e n t i o n a l i n e o f a s p e a k e r
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w b y t h e e n d o f t h e s e s s i o n s .	i n g m a t e r i a l s .	(c o m m a s e s h e s .	p o r t i n g d e t a i l s .		o r m u l t i m e d i a p r e s e n t a t i o n .
L e a r n e r C	Grade 6 students are in a transitional stage where they move from literal comprehens				

o ion to
n deeper
t inferential
e and critical
x thinking.
t They are
: expected to
W relate their
r personal
i experiences
t and prior
e knowledge
y to various
o texts,
u decode
r complex
o vocabulary
b through
s context, and
e synthesize
r information
v for formal
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w t h e y h a v e b e e n p e r f o r m i n g o r r e s p o n d i n g t o l e a r n i n g e x p e r i	
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e n c e s r e c e n t l y . I n c l u d e s t r e n g t h s , i n t e r e s t s , a n d p o s s i b l	
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e b a r r i e r s t o l e a r n i n g .	
L e a r n i n g E x p e r i e n c e .	A learning experience is like a thoughtfully designed journey. Each activity and interaction builds towards meaningful understanding and growth. Identify activities and interactions to help learners

	gain knowledge, skills, or understanding in a purposeful way.
P r e - L e s s o n : Describe how you will help the	R e v i e w o f f b a s i c r e a d i n g c o m p r e h e n s i v e u n d e r s t a n d i n g o f t h e t e x t

learners get ready for the less son .	students are going to be a reflection of the world we live in .	parents are the first teachers of their children .	children are the future of our society .	teachers are the ones who shape the future of our nation .	education is the key to success in life .
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	urnals.		3-sentence paragraph.	less feeling.
Flow: Description of the activity	Session 1: The teacher	Session 2: The teacher	Session 3: The teacher	Session 4: The teacher

v i t i e s t h a t y o u c a n i m p l e m e n t i n l o r m o r e s e s s i o n s t o m e e t t h e	h e r s t a r t s b y s h o w i n g a p r i c t u r e o f a s t u d e n t h	p r e s e n t s ' M y s t e r y W o r m a t b o o n a l t e x t h u s e n t e n '	p r o v i d e s a s h o r t i n f o r m a t i o n a l t e x t a b o u t '	e ' P h i l i s p i n n E t a g l e ' o n t v i d e o c l i m p o f s a s i o n 3	s h o w s a 2 - m i n u t e s i l e n t v i d e o c l i m p o f s a p e r s o
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learn in go b j e c t i v e s . A p p l y t h e L e a r n i n g D e s i g n P r i n c i p l e s	e l p i n g a n e l d e r l y p e r s o n . S t u d e n t s a r e a s k e	c e s c o n t a i n i n g c o m p l e x ' o r d e r ' m e i c r o s c	T h e P h i l i p p i n e E a n g l e ' T e a c h e r m o d e l s t o h e	, t e a c h e r e x p l a i n . S t u d e n t s o b s e r v e f a c i l	n g i v i n g a s p e e c h . S t u d e n t s o b s e r v e f a c i l
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world). Teacher introduction of the

	o f t h e t h r e e c o n n e c t i o n t y p e s . S t u d e n t s r e a	n i t s w e b . (D a s h a s d e f i n i t i s o n t . S t u d e n t s n o t a w	c a l F e a t u r e (D e s c r i b e d i n t h e a g r e e m e n t . S e e n o n d e n s i t y	i t e r h e t o r i c a l p r a c t i c e s a r e p u b l i c s o s t r u c t u r e s a n d s e n s i t i v e t o c e n s u r e n c e s a r e n o t a l w a y s a v a i l a b l e f o r a l l p a r t i e s . S e e n o n d e n s i t y	t u d e n t s a r e a l l o w e d t o a c c e s s t h e i n f o r m a t i o n a n d t o u s e i t f o r p e r s o n a l p u r p o s e s . S e e n o n d e n s i t y
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	c u s s i o n , a s k i n g ' H o w e x a c t l y d o e s t h i s t e x t	i - w h i t e n e s s a r e d i s t r i b u t e d i n t e r n e t m e d i a n s g o l d i f w o r d s	n e s t e n s s a r e d i s t r i b u t e d i n t e r n e t m e d i a n s g o l d i f w o r d s	a t t e n s s a r e d i s t r i b u t e d i n t e r n e t m e d i a n s g o l d i f w o r d s	c t i o n : ' H o w d o v i s u a l e l e m e n t s c h a n g e o c c u r i n
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	i	s	c	i	?
	r	o	o	n	'
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L	D	L	I	W	V
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R	d	m	i	u	p
e	e	m	o	b	s
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c	i	s	x	t	r
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n	n	i	n	g	r
g	r	e	s	o	u
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e s t h a t w i l l h e l p y o u r e a c h y o u r o b j e c t i v e s .E n s u r e t h a t t h e y	t e r i a l s a n d M o d u l e s o n M a k i n g C o n c l u s i o n s .	w i t h p u n c t u a r i o n s - b a s e d c o n t e n c l u s i o n s .	:K i n g o f t h e B i r d s ' (A d a p t e d f o r G r a d e 6) .	a n d o u t l i n e i n g r a d e p l a n s .	l e c t i o n o f v a r i e d P u b l i c S e r v i c e A n n o u n c e m e n t
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are available and inclusive.					ent posters.
Opportunitiestiesforin	Differencenotiesforin	Vocabularystressforin	Complexityofworkforin	Workloadforin	Multitaskingforin

t e g r a t i o n : W r i t e d o w n a n y p o s s i b i l i t i e s t o m e a n i n g f u l	s : V i s u a l e a r n e r s c r e a t e p o s t e r s d e m o n s t r a t i o n s	i n g : P u r o v i d e a ' c l u s e b a n k ' f o o r s t r u d e n c e n o w h o s	n i n g : P e e r - l e d g r o u p s w h e r e s t r o n g e g e r r e a d e	n e - o n - o e n e c o n f e r e n c e s i n g d l i k e C a n v a p o r P o w e r	i o n : U s e o f i n f o r m a t i o n t o i m p r o v e t h e p o p u l a t i o n ' s l i f e s t a n d a r d s
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l y a n c h o r l e a r n i n g a r e a s , s p e c i a l t o p i c , o r t e c h n o l o g y . W r i	c t i o n s ; a u d i t o r y l e a r n e r s r e c o r d t h e i r c o n	t r u g g l e w i t h o r d r o o t s .	r s a s s i s t o t h e r s i n d e n t i f y i n g m a i n i d e a s .	p h a c o m p o s i t i o n p h a s e .	P h o i n t f o r a n a l y z i n g v i s u a l e l e m e n t s .
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t e N / A i f f n o n e . 	n e c t i o n r e f l e c t i o n s . 				
A s s e s s m e n t .	Assessment s reveal what learners have gained and what they still need help with. These are helpful in providing you with information to guide your future instruction.				

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A	o	c	c	e	r
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s	y	e	s	t	e
s	r	s	t	e	r
s	e	s	l	t	s
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C	o	h	a	r	e
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uestionsto evaluate a tasklearn in general and provide feedback. (Strick	whatactionenactedionis it? A) Texit - toy - Seal fB) T	s: A) Agamain B) Neot C) Bepit a l D) Vetter s B) Wha t pu	ts th emain d e a ? A) C e a p i t a l L e t t e r s B) A r a b i	of a pa r a g r a p h i s t h e : A o n c l u d i n g s e n s i v e	g l i k e l y i n d e s t o s h o w : A) J o y B) D e f e n s i v e
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t l y 5 M C Q s p e r s e s s i o n) .	x t - t o - T e x t C) T e x t - t o - W o r l d D) T e x t - t o - P i	n c t u a t i o n c l u e d f i n e s ' h a l b i t a ' i n : ' T h e a	c N u m e r a l s) R o m a n c e N u m e r a l s) S e u m p o r t D) S m g l l L e t t e r	e B) T o p i c s) E x c e l l e n t S e u m p o r t D) B o r e d o m .2 .I n	n e s o o p r a n g e r C) E x c e l l e n t S e u m p o r t D) B o r e d o m .2 .I n
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	c t u r e . 2 . A s t u d e n t r e e l a t e s a s t o r y a t b o u t a f l	n i m a l ' s h a b i t a n g d e h t e p l a s e r w h t e y p i c a r d b l i v e s) i	s . 2 . S u p p o r t i n g d e t a c e l l s a w e y p i c a r d b l i v e s) i	) T r a n s p i r i t o h n e c o l o r e n c e d i s o f t h e c n u s e d t o b e c o n v	a p o s t e r , t h e c o l o r e n c e d i s o f t h e c n u s e d t o b e c o n v
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	- T e x t D) T e x t - t o - L i f e .3 .W h i c h c o n n e c t i o n	s s a n d b o l d . ' T h e d u a t i o n e p r o v i d e s : A) S y n o n y m	i n p u r p o s e o f t a n o c t u r e p a r a m e t e r s p e c h e m i c l i n	.3 .A w p e l s - t a r c i s : A) C o n f a u s e d B) D i s h o n e s t	s t s t h e s p e a k e r i s : A) C o n f a u s e d B) D i s h o n e s t
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	i	a	t	f	h
	e	s	e	a	i
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	T e x t - t o - F r i e n d . 4 . I f a c h a r a c t e r ' s f e a r o f	) W i t h o u t) S e t t i n g o f) S t a t e o f) S h e w s e	r e c t h i e r c e h y A) I d e a , A . D e t a i l) A . I d	i n g s e n t e a n c e l s a y h o u t) I d : A) I n t o t a l c a n g e) A w t o p	o n s i z e a n d l a y o u t) S p e e d o f t a k i n g D) V o c
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	s	x	e	i	a
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	S e l f B) T e x t - t o - W o r l d C) T e x t - t o - T e x t D) T e	' i n t r o d u c e s : A) A n o n t l y m B) A d e f i n i t i o n C	l .D e n s i t y 5 .W e h e n o u t l i n e w B g , ' A n , B , a n d C ' a r	i d e n s i f i c a n t f o r h o u s e s B p e a k e r ' s : A) N a m e B) P
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	x t - t o - A u t h o r .5 .I d e n t i f y i n g s h a r e d t h e m e	) A n s e x a m p l e D) A c a u s e .	e u n s e d f o r : A g e) M a i n T h e o p i c s B) S u b - t o p i c s C) T i	e n t l a n g u a g e .5 .T h e o f f i c i a l s e n t e n c e o f a p a r a	u r p o s e o r g o a l C) A g e D) H e i g h t .
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	s b e t w e e n t w o n o v e l s i s : A) T e x t - t o - S e l f B) T		t l e s D) P a g e n u m m b e r s .	g r a p h i c a l s u m m a r i z e s t h e p o i n t i s t h e : A) I n	
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	e x t - t o - T e x t C) T e x t - t o - W o r l d D) T e x t - t o - E			t r o B) B o d y C) C o n c l u s i o n D) H e a d e r .	
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	n v i r o n m e n t .				
W a y s F o r w a r d .	Meaningful learning can also happen beyond the classroom - for both the learners and the teacher. Pause and reflect on what happened today.				
E x t e n d e d l e a	C r e a t e a n ' C o n	W o r d H e u n e t F i	O u r l t i e n a h o m e v	W a t c h a s c o m e	W a t c h a s c o m e

r n i n g o p p o r t u n i t i e s : S u g g e s t o t h e r l e a r n i n g e x p e r	n e c t i o n J o u r n a l ' w h e r e s t u d e n t s w r e f i t e o n e T	n d 5 w o r d s i n a w o r d s p r e s e n t h e R o m a n N u m e r a l	o r i t e h o b y o r i e s p r e s e n t h e R o m a n N u m e r a l	l e t t e r t o b a f r i e n d s h o p r e s e n t h e R o m a n N u m e r a l	r e c i t a l a n d w r i t e s h o p r e s e n t h e R o m a n N u m e r a l
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i e n c e s o u t s i d e t h e c l a s s r o o m / c l a s s h o u r s t h a t l e a r n e r s m a y	e x t - t o - W o r l d c o n f e c t i o n b a s e d o n t h e e v e n i	s u f f i x e s a n d d e f i n e t h e m u s i n g s t r u c t u r e v a l c	f o r m a t .	u s i n g t h e p a r a g r a p h - f r o m - o u t l i n e m e t h o d .	g t h r e n o n - v e r b a l c u s e d t o p e r s u a d e t h e
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w a n t t o a c c e s s t o r e i n f o r c e w h a t t h e y h a v e l e a r n e d . . .	n g n e w s .	l u e s .			a u d i e n c e .
R e f	(T o b	(T o b	(T o b	(T o b	(T o b

l e c t i o n s :Th i n k a b o u t w h a t y o u n e e d t o c h a n g e f o r t h e n e x t	e f i l l e d o u t a f t e r t h e l e s s o n) R e f l e c t i o n P r o m p t : D i	e f i l l e d o u t a f t e r t h e l e s s o n) R e f l e c t i o n P r o m p t : D i	e f i l l e d o u t a f t e r t h e l e s s o n) R e f l e c t i o n P r o m p t : W h	e f i l l e d o u t a f t e r t h e l e s s o n) R e f l e c t i o n P r o m p t : H o	e f i l l e d o u t a f t e r t h e l e s s o n) R e f l e c t i o n P r o m p t : W h
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s e s s i o n b a s e d o n w h a t h a p p e n e d t o d a y .	d t h e l e a r n e r s e a s i l y g r a s p t h e c o r e c o n c e p t i n t r o d u c	d t h e g u i d e d p r a c t i c e f f e c t i v e l y r a n s l a t e i n t o d	i c h p a r t o f t h e c o l l a b o r a t i v e t e a m k n o w l e d g e d t h e s t u	w e l l d i d t h e f o r m a t i v e a s s e s m e n t r e f l e c t i o n	a t p e r c e n t a g e o f t h e c l a s s r e a c h e d p r o f i c i e n c y b y t h e
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	e d t o d a y ?	e p e n d e n t s u c c e s s ?	d e n t s t h e m o s t ?	i n g o b j e c t i v e s ?	e n d o f t h e w e e k ?
Prepared by: Depend libre Teacher		Checked by: Juan Dela Cruz Principal / Head			