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| Description: DEPED-NEW_e78wysqt  **GRADES 1 to 12**  **DAILY LESSON LOG** | **School:** | **DepEdClub.com** | **Grade Level:** | **VI** |
| **Teacher:** |  | **Learning Area:** | **ENGLISH** |
| **Teaching Dates and Time:** | **DECEMBER 12 – 16, 2022 (WEEK 6)** | **Quarter:** | **2ND QUARTER** |

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|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |

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| **I. OBJECTIVES** |  | | | | |
| **A. Content Standards** | |  | | --- | | The learner demonstrates…   * understanding of various non-verbal elements in orally communicating information * understanding of non-verbal communication to communicate with others * understanding that English language is stress-timed to support comprehension * command of the conventions of standard English grammar and usage when writing or speaking * understanding that words are composed of different parts to know that their meaning changes depending in context * understanding of the research process to write a variety of texts * express ideas effectively in formal and informal composition to fulfill their own purposes for writing. | | | | | |
| **B. Performance Standards** | |  | | --- | | The learner…   * orally communicates information, opinions, and ideas effectively to different audiences using variety of literary activities. * reads with sufficient accuracy and fluency to support comprehension * uses the correct function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in various discourse (oral and written) * uses strategies to decode correctly the meaning of words in isolation and in context * utilizes discrete techniques (general or specific) and applies them appropriately to all or most fields of study * applies knowledge of non-verbal skills to respectfully give the speaker undivided attention and acknowledge the message * rewrites/revises texts using appropriate text types for a variety of audiences and purposes | | | | | |
| **Learning Competencies** | |  | | --- | | **EN6OL-IIf-5**  Share brief impromptu remarks about topics of interest  **EN6F-IIf-2.9**  Self-correct when reading | | |  | | --- | | **EN6V-IIf-12.3.3**  **EN6V-IIf-12.4.1.3**  **EN6V-IIf-12.4.2.3**  Infer meaning of borrowed words and content specific terms using  -context clues  -affixes and roots  -other strategies  (EPP) | | |  | | --- | | **EN6G-IIf-6.5**  Compose clear and coherent sentences using appropriate grammatical structures: Adverbs of place and time | | |  | | --- | | **EN6SS-IIf-4**  Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others  **EN6A-IIf-16**  Observe politeness at all times | | |  | | --- | | **EN6WC-IIf-2.2.5**  Write a 4-paragraph composition showing  -cause and effect  **EN6A-IIf-16**  Show openness to criticisms | |
| **II. CONTENT** | |  | | --- | | Sharing Brief Impromptu Remarks | | |  | | --- | | Inferring Meaning of Borrowed Words and Content Specific Terms Using  -Context Clues  -Affixes and Roots  -Other Strategies  (EPP) | | |  | | --- | | Adverbs of Place and Time | | |  | | --- | | Organizing Information from Secondary Sources in Preparation for Writing, Reporting and Similar |   Academic Tasks in Collaboration with Others | |  | | --- | | Write a 4-Paragraph Composition Showing  Cause and Effect | |
| **III. LEARNING RESOURCES** |  |  |  |  |  |
| 1. **References** |  |  |  |  |  |
| 1. **Materials** | Activity Sheets in English 6  (Quarter 2: Week 6) | | | | |
| **IV. PROCEDURES** |  |  |  |  |  |
| 1. **Review/Presenting New Lesson** | Do “Let’s Try This”  Activity Sheet in English 6 (Quarter 2: Week 6-Day 1, p. 1) | Presentation of the learners’ commercial output  Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more | Do “Let’s Try This”  Activity Sheet in English 6 (Quarter 2: Week 6-Day 3, p.1)  Ask: What are the words used to tell when the party will be celebrated? | Ask: What are the adverbs of time and place that you learned yesterday?  Can you give sentences using those words? | Ask: What are the secondary sources from the situations given to you?  Let the learners identify the secondary sources. |
| 1. Establishing a purpose for the lesson | Ask: Did you ever try to deliver a speech in front of many people?  How did it feel? | Ask: Who among you are good at cooking?  What do you cook?  Let the learners share their personal experiences. | Ask questions like:  When is your birthday?  How often do you visit your doctor?  When do we celebrate Christmas? | Do “Let’s Try This”  Activity Sheet in English 6 (Quarter 2: Week 6-Day 4, p. 1) | Do “Let’s Try This”  Activity Sheet in English 6 (Quarter 2: Week 6-Day 5, p. 1) |
| 1. **Presenting examples/ instances of the new lesson** | Do “Let’s Study This”  Activity Sheet in English 6 (Quarter 2: Week 6-Day 1, pp. 1-2) | Read “Let’s Study This”  Activity Sheet in English 6 (Quarter 1: Week 6-Day 2, p. 1) | Read “Let’s Study This”  Adverbs of place and time  Activity Sheet in English 6 (Quarter 2: Week 6-Day 3, pp. 1-2) | Do “Let’s Study This”  Activity Sheet in English 6 (Quarter 2: Week 6-Day 4, pp. 1-2) | Read “Let’s Study This”  Activity Sheet in English 6 (Quarter 1: Week 6-Day 5, pp. 1-2) |
| 1. Discussing new concepts and practicing new skills #1 | Do “Let’s Do This”  Activity Sheet in English 6 (Quarter 2: Week 6-Day 1, p. 2) | Do Task 1: Let’s Talk About It  Activity Sheet in English 6 (Quarter 2: Week 6-Day 2, p. 2) | Answer “Let’s Do This”  Task 1  Activity Sheet in English 6 (Quarter 2: Week 6-Day 3, p. 2) | Discuss the guide questions in analyzing a secondary source.  Answer “Let’s Do This”  Activity Sheet in English 6 | Do “Let’s Do This”  Task 1-Talk about the important things to remember in making composition. |
| 1. Discussing new concepts and practicing new skills #2 | Do “Task 2” Continuous Story  Activity Sheet in English 6 (Quarter 2: Week 6-Day 1, pp. 2-3) | Answer “Let’s Do More”  Task 2 – Pick the Clues  Activity Sheet in English 6 (Quarter 2: Week 6-Day 2, pp. 2-3) | Answer “Let’s Do More”  Task 2  Activity Sheet in English 6 (Quarter 2: Week 6-Day 3, pp. 2- 3) | (Quarter 2: Week 6-Day 4, p. 2) | Activity Sheet in English 6 (Quarter 2: Week 6-Day 5, p. 2) |
| 1. Developing mastery (leads to Formative Assessment 3) | Do. “Let’s Do Some More”  Task 3  Activity Sheet in English 6 (Quarter 2: Week 6-Day 1, p. 3) |  | Do “Let’s Do Some More”  Task 3  Activity Sheet in English 6 (Quarter 2: Week 6-Day 3, p. 3) | Do “Let’s Do More”  Task 2  Activity Sheet in English 6 (Quarter 2: Week 6-Day 4, pp. 3-5) | Do “Let’s Do More”  Task 2  Activity Sheet in English 6 (Quarter 2: Week 6-Day 5, p. 3) |
| 1. Finding practical applications of concepts and skills in daily living | Ask: In what situations can we apply the skill in delivering impromptu remarks? | Ask: When can we apply using context clues in real life situations? | Ask: In what in real life situations can we apply the skill in composing clear and coherent sentences using adverbs of time and place? | Ask: Where do we apply the skill in analysing different sources? | Ask: How do visual media help us understand what is being depicted? |
| 1. Making generalizations and abstractions about the lesson | Read “Let’s Remember”  Activity Sheet in English 6 (Quarter 2: Week 6-Day 1, p. 4) | Read “Let’s Remember”  Activity Sheet in English 6 (Quarter 2: Week 6-Day 2, p. 4) | Read “Let’s Remember”  Activity Sheet in English 6 (Quarter 2: Week 6-Day 3, p. 4) | Read “Let’s Remember This”  Activity Sheet in English 6 (Quarter 2: Week 6-Day 4, p. 7) | Discuss to the class:  A good composition has an introduction, a body, and a conclusion. |
| 1. Evaluating learning | Do “Task 4”  Activity Sheet in English 6 (Quarter 2: Week 6-Day 1, p. 3) | Do “Let’s Test Ourselves”  Task 3  Activity Sheet in English 6 (Quarter 2: Week 6-Day 2, p. 3) | Do “Let’s Test Ourselves”  Task 4  Activity Sheet in English 6 (Quarter 2: Week 6-Day 3, pp. 3-4) | Answer “Let’s Test Ourselves”  Task 3  Activity Sheet in English 6 (Quarter 2: Week 6-Day 4, pp. 5-6) | Do “Let’s Test Ourselves”  Task 3  Activity Sheet in English 6 (Quarter 2: Week 6-Day 5, p. 4) |
| 1. Additional activities for application or remediation | Let the learners practice how to deliver impromptu remarks in any event. | Do “Let’s Enrich Ourselves” Task 4  Activity Sheet in English 6 (Quarter 2: Week 6-Day 2, p.4) |  | Answer “Let’s Enrich Ourselves”  Task 4  Activity Sheet in English 6 (Quarter 2: Week 6-Day 4, p. 7) |  |
| **V. REMARKS** |  |  |  |  |  |
| **VI. REFLECTION** |  |  |  |  |  |

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| **A. No. of learners earned 80% in evaluation.** | \_\_\_Lesson carried. Move on to the next objective.  \_\_\_Lesson not carried.  \_\_\_\_\_% of the pupils got 80% mastery | \_\_\_Lesson carried. Move on to the next objective.  \_\_\_Lesson not carried.  \_\_\_\_\_% of the pupils got 80% mastery | \_\_\_Lesson carried. Move on to the next objective.  \_\_\_Lesson not carried.  \_\_\_\_\_% of the pupils got 80% mastery | \_\_\_Lesson carried. Move on to the next objective.  \_\_\_Lesson not carried.  \_\_\_\_\_% of the pupils got 80% mastery | \_\_\_Lesson carried. Move on to the next objective.  \_\_\_Lesson not carried.  \_\_\_\_\_% of the pupils got 80% mastery |
| **B. No. of learners who require additional activities for remediation.** | \_\_\_ of Learners who require additional activities for remediation | \_\_\_ of Learners who require additional activities for remediation | \_\_\_ of Learners who require additional activities for remediation | \_\_\_ of Learners who require additional activities for remediation | \_\_\_ of Learners who require additional activities for remediation |
| **C. Did the remedial lessons work? No. of learners who have caught up with the lesson** | \_\_\_Yes \_\_\_No  \_\_\_\_ of Learners who caught up the lesson | \_\_\_Yes \_\_\_No  \_\_\_\_ of Learners who caught up the lesson | \_\_\_Yes \_\_\_No  \_\_\_\_ of Learners who caught up the lesson | \_\_\_Yes \_\_\_No  \_\_\_\_ of Learners who caught up the lesson | \_\_\_Yes \_\_\_No  \_\_\_\_ of Learners who caught up the lesson |
| **D. No. of learners who continue to require remediation.** | \_\_\_ of Learners who require additional activities for remediation | \_\_\_ of Learners who require additional activities for remediation | \_\_\_ of Learners who require additional activities for remediation | \_\_\_ of Learners who require additional activities for remediation | \_\_\_ of Learners who require additional activities for remediation |
| **E. Which of my teaching strategies worked well? Why did these work?** | **Strategies used that work well:**  \_\_\_ Group collaboration \_\_\_ Games  \_\_\_ Power PointPresentation \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Discussion \_\_\_ Case Method  \_\_\_ Think-Pair-Share (TPS) \_\_\_ Rereading of Paragraphs/Poems/Stories  \_\_\_ Differentiated Instruction \_\_\_ Role Playing/Drama \_\_\_ Discovery Method \_\_\_ Lecture Method  **Why?**  \_\_\_ Complete Ims  \_\_\_ Availability of Materials \_\_\_ Pupils’ eagerness to learn \_\_\_ Group member’s Cooperation in doing their tasks | **Strategies used that work well:**  \_\_\_ Group collaboration \_\_\_ Games  \_\_\_ Power PointPresentation \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Discussion \_\_\_ Case Method  \_\_\_ Think-Pair-Share (TPS) \_\_\_ Rereading of Paragraphs/Poems/Stories  \_\_\_ Differentiated Instruction \_\_\_ Role Playing/Drama \_\_\_ Discovery Method \_\_\_ Lecture Method  **Why?**  \_\_\_ Complete Ims  \_\_\_ Availability of Materials \_\_\_ Pupils’ eagerness to learn \_\_\_ Group member’s Cooperation in doing their tasks | **Strategies used that work well:**  \_\_\_ Group collaboration \_\_\_ Games  \_\_\_ Power PointPresentation \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Discussion \_\_\_ Case Method  \_\_\_ Think-Pair-Share (TPS) \_\_\_ Rereading of Paragraphs/Poems/Stories  \_\_\_ Differentiated Instruction \_\_\_ Role Playing/Drama \_\_\_ Discovery Method \_\_\_ Lecture Method  **Why?**  \_\_\_ Complete Ims  \_\_\_ Availability of Materials \_\_\_ Pupils’ eagerness to learn \_\_\_ Group member’s Cooperation in doing their tasks | **Strategies used that work well:**  \_\_\_ Group collaboration \_\_\_ Games  \_\_\_ Power PointPresentation \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Discussion \_\_\_ Case Method  \_\_\_ Think-Pair-Share (TPS) \_\_\_ Rereading of Paragraphs/Poems/Stories  \_\_\_ Differentiated Instruction \_\_\_ Role Playing/Drama \_\_\_ Discovery Method \_\_\_ Lecture Method  **Why?**  \_\_\_ Complete Ims  \_\_\_ Availability of Materials \_\_\_ Pupils’ eagerness to learn \_\_\_ Group member’s Cooperation in doing their tasks | **Strategies used that work well:**  \_\_\_ Group collaboration \_\_\_ Games  \_\_\_ Power PointPresentation \_\_\_ Answering preliminary  activities/exercises  \_\_\_ Discussion \_\_\_ Case Method  \_\_\_ Think-Pair-Share (TPS) \_\_\_ Rereading of Paragraphs/Poems/Stories  \_\_\_ Differentiated Instruction \_\_\_ Role Playing/Drama \_\_\_ Discovery Method \_\_\_ Lecture Method  **Why?**  \_\_\_ Complete Ims  \_\_\_ Availability of Materials \_\_\_ Pupils’ eagerness to learn \_\_\_ Group member’s Cooperation in doing their tasks |
| **F. What difficulties did I encounter which my principal or supervisor can help me solve?** | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful Ims  \_\_ Unavailable Technology Equipment (AVR/LCD)  \_\_ Science/ Computer Internet Lab  \_\_ Additional Clerical works \_\_Reading Readiness \_\_Lack of Interest of pupils | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful Ims  \_\_ Unavailable Technology Equipment (AVR/LCD)  \_\_ Science/ Computer Internet Lab  \_\_ Additional Clerical works \_\_Reading Readiness \_\_Lack of Interest of pupils | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful Ims  \_\_ Unavailable Technology Equipment (AVR/LCD)  \_\_ Science/ Computer Internet Lab  \_\_ Additional Clerical works \_\_Reading Readiness \_\_Lack of Interest of pupils | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful Ims  \_\_ Unavailable Technology Equipment (AVR/LCD)  \_\_ Science/ Computer Internet Lab  \_\_ Additional Clerical works \_\_Reading Readiness \_\_Lack of Interest of pupils | \_\_ Bullying among pupils  \_\_ Pupils’ behavior/attitude  \_\_ Colorful Ims  \_\_ Unavailable Technology Equipment (AVR/LCD)  \_\_ Science/ Computer Internet Lab  \_\_ Additional Clerical works \_\_Reading Readiness \_\_Lack of Interest of pupils |
| **G. What innovation or localized materials did I use/discover which I wish to share with other teachers?** | **Planned Innovations:**  \_\_ Localized Videos  \_\_ Making use big books from views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition \_\_Flashcards | **Planned Innovations:**  \_\_ Localized Videos  \_\_ Making use big books from views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition \_\_Flashcards | **Planned Innovations:**  \_\_ Localized Videos  \_\_ Making use big books from views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition \_\_Flashcards | **Planned Innovations:**  \_\_ Localized Videos  \_\_ Making use big books from views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition \_\_Flashcards | **Planned Innovations:**  \_\_ Localized Videos  \_\_ Making use big books from views of the locality  \_\_ Recycling of plastics to be used as Instructional Materials  \_\_ local poetical composition \_\_Flashcards |