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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** |

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| 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.
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| **B. Performance Standards** |

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|  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
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| **Learning Competencies** |

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|  **EN6OL-IIf-5** Share brief impromptu remarks about topics of interest **EN6F-IIf-2.9** Self-correct when reading  |

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|  **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)  |

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|  **EN6G-IIf-6.5** Compose clear and coherent sentences using appropriate grammatical structures: Adverbs of place and time  |

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|  **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  |

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|  **EN6WC-IIf-2.2.5** Write a 4-paragraph composition showing -cause and effect **EN6A-IIf-16** Show openness to criticisms  |

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| **II. CONTENT** |

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|  Sharing Brief Impromptu Remarks  |

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|  Inferring Meaning of Borrowed Words and Content Specific Terms Using -Context Clues -Affixes and Roots -Other Strategies (EPP)  |

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|  Adverbs of Place and Time  |

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|  Organizing Information from Secondary Sources in Preparation for Writing, Reporting and Similar  |

Academic Tasks in Collaboration with Others  |

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|  Write a 4-Paragraph Composition Showing Cause and Effect  |

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| **III. LEARNING RESOURCES** |  |  |  |  |  |
| 1. **References**
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| 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 |