


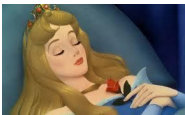


 <b>GRADES 1 to 12</b> <b>DAILY LESSON LOG</b>	<b>School:</b> DepEdClub.com	<b>Grade Level:</b> VI
	<b>Teacher:</b> File Created by Sir RIGINO T. MACUNAY, JR.	<b>Learning Area:</b> ENGLISH
	<b>Teaching Dates and Time:</b> OCTOBER 23 – 27, 2023 (WEEK 9)	<b>Quarter:</b> 1 <sup>ST</sup> QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>I. LAYUNIN</b>					
<b>A. Grade Level Standard</b>	The learner listens critically; communicates feelings and ideas orally and in writing with a high level of proficiency; and reads various text types materials to serve learning needs in meeting a wide range of life's purpose				
<b>B. Content Standards</b>					
<b>C. Performance Standards</b>					
<b>D. Learning Competencies/ Objectives</b>	<b>Reading Comprehension</b> Evaluate narratives based on how the author develop the elements: -theme -point of view	<b>Viewing</b> Analyze the characters/setting used in print, non-print and digital materials (Age and gender, race and nationality, attitude and behavior)	<b>Grammar</b> Compose clear and coherent sentences using appropriate grammatical structures: Subject-verb agreement	<b>Oral Reading Fluency</b> a. Read grade level text with 135 words correct per minute b. Show openness to criticism	<b>Attitude</b> a. Observe politeness at all times b. Show tactfulness when communicating with others.
<b>Write the LC code for each</b>	(EN6RC-li-2.24.4, EN6RC-li-2.24.5)	(EN6VC-li-3.3.1, EN6VC-li-3.3.3)	(EN6G-li-3.9)	(EN6F-li-1.13, ENGA-li-18)	(ENGA-li-16, ENGA-li-17)
<b>II. CONTENT</b>	Evaluating Narratives based on how the Author develop the Elements (theme, point of view)	Analyzing the Characters/Setting used in Print, Non-print and Digital materials	Composing Sentences using Appropriate Grammatical Structures: Subject-verb Agreement	Reading Grade Level Text with 135 words correct per minute	1. Observing Politeness at All Times 2. Showing Tactfulness when Communicating with Others
<b>LEARNING RESOURCES</b>					
<b>A. References</b>					
<b>1. Teacher's Guides</b>	Lesson Guide in Elementary English 6	Lesson Guide in Elementary English 6	Lesson Guide in Elementary English 6	Lesson Guide in Elementary English 6	Lesson Guide in Elementary English 6
<b>2. Learner's Material pages</b>					

3. Textbook Pages	English for All Times 6 (Reading) pages 48-55	English for All Times 6 (Reading) pages 48-55	Across Boarders Through Language 6, pages 179-186	Across Boarders Through Language 6, pages 179-186	
4. Additional Reference from Learning Resource	Video Clips	Video clips, reading materials (Aesop's fable)	Charts, sentence strips	reading materials	Animated stories from the internet (youtube.,com)
B. Other Learning Resources	Pictures, real object	Printed pictures of famous fairy tale characters	pictures	charts	pictures
<b>III. PROCEDURES</b>					
A. Reviewing previous lesson or presenting the new lesson	Review of the different elements of a story using local stories (History of a local town hero)	Read the selections below and identify the central theme of it: (English for All Times-Reading pages 54-55)	Direction: Encircle the subject and underline the predicate in the following sentences: <ol style="list-style-type: none"> <li>1. The woman shouted with joy upon seeing the baby.</li> <li>2. The white squash is a magical fruit.</li> <li>3. The couple was childless for a long time.</li> <li>4. Both couple became greedy when they saw the gold.</li> <li>5. The gold disappears together with the baby.</li> </ol>	Drill: Reading downloaded Basic Sight Words	Let us review the characters we had in our two featured stories of the week: <ol style="list-style-type: none"> <li>1. The Tale of the White Squash (wife, husband, baby)</li> <li>2. Protecting our Wildlife (George, Dianne)</li> </ol>
B. Establishing a purpose for the lesson	ASK: If you were given a chance to have a magical wish come true, what is that thing that will make you happy?	Look for the pictures of some famous fairy tale characters then in your own words describe each one of them. <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 10px;"> <div style="text-align: center;">  <p>1. Elsa</p> </div> <div style="text-align: center;">  <p>2. Pinocchio</p> </div> <div style="text-align: center;">  <p>3. Rapunzel</p> </div> <div style="text-align: center;">  <p>4. Sleeping beauty</p> </div> </div>	Motive Question: <ol style="list-style-type: none"> <li>1. What is the status of wildlife now?</li> <li>2. In what way do people endanger wildlife?</li> <li>3. How is wildlife protected?</li> </ol> <p>Original File Submitted and Formatted by DepEd Club Member - visit <a href="http://depedclub.com">depedclub.com</a> for more</p>	What are the things that we need to remember in oral reading? Silent reading?	ASK: How must we treat people who are older than us?

<p><b>C. Presenting examples/ instances of the new lesson</b></p>	<p>Reading of a short story “The Tale of the White Squash (pages 48-55)</p>	<p>Using the table each character in the story “The Tale of a White Squash” will be described and analyzed.</p> <table border="1" data-bbox="874 224 1253 602"> <tr> <td>Characteristics</td> <td>wife</td> <td>husband</td> <td>baby</td> </tr> <tr> <td>age</td> <td></td> <td></td> <td></td> </tr> <tr> <td>gender</td> <td></td> <td></td> <td></td> </tr> <tr> <td>race</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Nationality</td> <td></td> <td></td> <td></td> </tr> <tr> <td>attitude</td> <td></td> <td></td> <td></td> </tr> </table>	Characteristics	wife	husband	baby	age				gender				race				Nationality				attitude				<p>Presenting a short story:  <b>Protecting Our Wildlife</b>  “Do you see those pictures?” asked George.  Of course! They are the green turtle, the Philippine tamaraw, and the Palawan deer,” replied Diane.  “Maybe there will come a time when we can only see them in pictures. They have now decreased in number because of irresponsible hunting,” explained George.  “Yes, the wildlife population is in dangerous levels,” agreed Diane. “Many people have been destructive. They destroy forests which are habitats of plants and animals. They also collect and destroy wildlife species,” Diane added.  “The wildlife management must do something about this,” said George.  “Our wildlife is protected by laws. We hope to see more wildlife species in the future,” said Diane.  “That’s good,” answered George smiling. “We look forward to seeing more national parks and game sanctuaries for our wildlife.”</p>	<p>Presenting a selection  “Protecting Our Wildlife”  1. Class reading  2. Group reading  3. Individual reading</p>	<p>Presenting the downloaded animated story featuring “politeness”  <b>“Let’s Respect Everyone”</b></p>
Characteristics	wife	husband	baby																										
age																													
gender																													
race																													
Nationality																													
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<p><b>D. Discussing new concepts and practicing new skill #1</b></p>	<p>Comprehension Check-up: Analysis and Discussion  1. Who were the main characters in the story?  2. What is so special about the white squash?  3. Did the couple appreciate the</p>	<p>Discussion and Analysis:  1. “Squash is the only food that the couple eats every day.” From this statement, tell the setting of the story and the source of income of the people.  2. What negative trait does the couple possessed?</p>	<p>1. Answering the motive questions.  2. Study the following sentences. The words highlighted in yellow are the subjects and the words highlighted in blue are verbs:</p>	<p>Group Activity:  Group will be given a short story (a fable). Then they will monitor each of their member’s reading ability.</p>	<p>Analysis and Discussion:  1. How can you describe Benny? Clara?  2. Why did people love Benny than Clara?  3. How did Clara felt about it?</p>																								

	<p>opportunity given to them?</p> <p>4. Explain: "Money is the root of all evils", was this saying shown in the story?</p> <p>5. If you were the wife, would you do the same? Why?</p>	<p>3. If we are to analyze the couple's characters, they were not as greedy as they were when they are still poor, what do you think have changed their behavior?</p> <p>4. What do you think will happen if the couple became contented with what they had?</p> <p>5. What lesson did the story taught us?</p>	<p>a. An alligator looks like a crocodile.</p> <p>b. It is a ferocious animal.</p> <p>c. Pangolins live in the forests of Palawan.</p> <p>d. They eat ants and other insects.</p> <p>e. They are endangered animals.</p>		<p>4. How did the dwarves reward Benny? Clara?</p> <p>5. What must we remember when dealing with other people?</p>
<p><b>E. Discussing new concepts and practicing new skill #2</b></p>	<p>Study Skill Development Elicitation using graphic organizer:</p> <ol style="list-style-type: none"> <li>1. What is the central idea or message that the author wants to convey?</li> <li>2. How did the author develop the theme of the story?</li> <li>3. If you will be the main character of the story how would you narrate it? the narrator? The author?</li> <li>4. Did the author give justice in making you as readers interested in the story?</li> </ol>	<p>Group Activity: Watch the short story "Too Many Bananas" (Bookbox.com) then analyze the following:</p> <ol style="list-style-type: none"> <li>1. The setting of the story</li> <li>2. Fill up the details of the characters: <ol style="list-style-type: none"> <li>a. Age</li> <li>b. Gender</li> <li>c. Race</li> <li>d. Nationality</li> <li>e. attitude</li> </ol> </li> </ol>	<p>Verbs in the present tense end in –s when the subject of the sentence is singular except when the subject is <b>You</b> and <b>I</b>.</p> <p>Verbs in the present tense use the simple form when the subject of the sentence is plural and when the subject is <b>You</b> and <b>I</b>. Intervening words or expressions do not affect the subject.</p> <p><b>Direction:</b> Underline the subject in each sentence. Circle the verb in the parentheses that agrees with the subject.</p> <ol style="list-style-type: none"> <li>1. Dry leaves (fall, falls) on the ground.</li> <li>2. A strong wind (blows, blow) them away.</li> <li>3. The fallen trees (blocks, block) the roads.</li> <li>4. The clouds (look, looks) like dark mountains.</li> </ol>	<p>To compute for the Speed Level use the formula below:</p> <p>no. of words in the passage /reading time (seconds) X 60</p> <p>example: 131/80 seconds(60) =98 word per minute</p>	<p><b>Politeness</b> is a behavior that is considerate and respectful of other people.</p> <p>Give instances in the story where the characters show politeness.</p> <p><b>Tactfulness-</b> A tactful person is appropriate and sensitive, never rude or careless.</p> <p>How did the dwarves rewarded Benny's tactfulness?</p>

			5. The sun still (shine, shines) through the clouds.		
<b>F. Developing mastery (Leads to Formative Assessment)</b>	<p>Group Activity:</p> <p>Watch the video of a story entitled “The elves and the shoemaker” (BookBox.com). Then accomplish the following:</p> <ol style="list-style-type: none"> <li>1. Identify the theme of the story.</li> <li>2. Retell the story as: <ol style="list-style-type: none"> <li>a. Peter Schumaker</li> <li>b. The narrator</li> <li>c. The author</li> </ol> </li> </ol>	<p>Direction: Read the story below then fill up the information needed below:</p> <p style="text-align: center;"><b>A friend in need is a friend indeed.</b></p> <p>Once upon a time there lived a lion in a forest. One day after a heavy meal. It was sleeping under a tree. After a while, there came a mouse and it started to play on the lion. Suddenly the lion got up with anger and looked for those who disturbed its nice sleep. Then it saw a small mouse standing trembling with fear. The lion jumped on it and started to kill it. The mouse requested the lion to forgive it. The lion felt pity and left it. The mouse ran away.</p> <p>On another day, the lion was caught in a net by a hunter. The mouse came there and cut the net. Thus it escaped. Thereafter, the mouse and the lion became friends. They lived happily in the forest afterwards.</p> <ol style="list-style-type: none"> <li>a. Where is the setting of the story?</li> <li>b. Compare the lion’s characteristics with that of the mouse’s characteristics.</li> </ol>	<p>Group Activity:</p> <p>Direction: Write 5 sentences showing ways on how you can take care of our wildlife. Apply the subject-verb agreement in each sentence.</p>	<p>Partnership Activity: Pupils will be given a story to read. Then each of the partners will monitor his/her partner’s reading speed.</p>	<p>Group Activity:</p> <p>Make a 5-minute skit showing politeness and tactfulness.</p>
<b>G. Finding practical applications of concepts and skills in daily living</b>	<p>How can we have better judgment of a story? Why is it important to have a better view of a story told to us?</p>	<p>If you ever you meet a new friend, how will you get to know the person well?</p>	<p>Why is it important for us to learn the proper subject-verb agreement?</p>	<p>How can we improve our reading speed? How must we take criticisms if we are not that good in reading?</p>	<p>When must we practice politeness and tactfulness?</p>

<p><b>H. Making generalizations and abstractions about the lesson</b></p>	<p><b>Theme</b> refers to the central idea or message that the author wants to convey to the readers.</p> <p><b>Point of view</b> is the angle of vision from which a story is told, the perspective or vantage point from which a writer views reality or conveys action or information. There are four basic points of view which fall into two categories (first person and third person):</p>	<p><b>Characters</b> refer to the people involved in the story. They are categorized as major and minor characters. We can get to know more of them if we analyzed them through their age, gender, race, nationality, behavior and attitude.</p> <p><b>Setting</b> includes two major parts, namely time and place. It gives the readers background about the story.</p>	<p><b>Verbs</b> agree with the noun of pronoun subject of a sentence both in tense and in number. This is called <b>subject-verb agreement</b>.</p> <p>Thus, if a <b>subject</b> is singular, its <b>verb</b> must also be singular; if a <b>subject</b> is plural, its <b>verb</b> must also be plural.</p>	<p>What must be considered to compute for the reading level?</p>	<p>What can we get if we are polite and tactful at all times?</p>
<p><b>I. Evaluating learning</b></p>	<p>Read the short story below then answer the questions that follows:</p> <p style="text-align: center;"><b>A Town Mouse and A Country Mouse</b></p> <p>A Town Mouse and a Country Mouse were friends. The Country Mouse one day invited his friend to come and see him at his home in the fields. The Town Mouse came and they sat down to a dinner of barleycorns and roots the latter of which had a distinctly earthy flavour.</p> <p>The flavor was not much to the taste of the guest and presently he broke out with "My poor dear friend, you live here no better than the ants. Now, you should just see how I fare! My larder is a regular horn of plenty. You must come and stay with me and I promise you shall live on the fat of the land."</p> <p>So when he returned to town he took the Country Mouse with him and showed him into a larder containing flour and oatmeal and figs and honey and dates.</p> <p>The Country Mouse had never</p>	<p>Direction: Watch the story, "The lazy Brahmin" (youtube.com). Then analyze the following characters:</p> <ol style="list-style-type: none"> <li>1. Brahmin</li> <li>2. Hermit</li> <li>3. Wife</li> <li>4. Demon</li> </ol>	<p>Direction: Underline the correct verb form for each sentence.</p> <ol style="list-style-type: none"> <li>1. The owl usually (hunt, hunts) its food at night.</li> <li>2. Owls (is, are) helpful to mankind.</li> <li>3. They (eat, eats)_ harmful rodents that roam in our gardens.</li> <li>4. That is why the owl (has, have) been called the night watchman of gardens.</li> <li>5. Scientists (has, have) identified 145 species of owls.</li> </ol>	<p>Direction: Read the selection below. Compute for your own reading level.</p> <p style="text-align: center;"><b>"The Lion and the Hare"</b></p>	<p>Direction: Put a check if the following situations show politeness and cross if not.</p> <ol style="list-style-type: none"> <li>___1. Shiela is always using "Please" in asking for help.</li> <li>___2. Alex never considers the feeling of his classmates in giving opinions.</li> <li>___3. Gina always wants to be treated as the leader of her friends.</li> <li>___4. Cindy speaks in low tone every time she speaks with her parents.</li> <li>___5. Candy always interrupts her talking grandmother to insert her reasons.</li> </ol>

	<p>seen anything like it and sat down to enjoy the luxuries his friend provided. But before they had well begun, the door of the larder opened and someone came in. The two Mice scampered off and hid themselves in a narrow and exceedingly uncomfortable hole. Presently, when all was quiet, they ventured out again. But someone else came in, and off they scuttled again. This was too much for the visitor. "Good bye," said he, "I'm off. You live in the lap of luxury, I can see, but you are surrounded by dangers whereas at home I can enjoy my simple dinner of roots and corn in peace."</p> <ol style="list-style-type: none"> <li>1. What is the theme of the story?</li> <li>2. Narrate the story in the town mouse's point of view.</li> </ol>				
<p><b>J. Additional activities for application or remediation</b></p>	<p>Choose a fable to read and using your own point of view, retell the story.</p>	<p>Direction: Watch your favorite telenovela tonight, after that in a paragraph or two describe the main character of the story.</p>	<p>Direction: Write the correct verb form for each sentence.          (need) 1. Like all animals, all kinds of fish ____ rest.          (have) 2. Many kinds ____ periods of what might be called as sleep.          (remain)3. Others simply ____ inactive for short periods.          (continue) 4. But even at rest, many fish ____ to move their fins to keep their position in the water.          (sleep)_ 5. Some fish ____ at the bottom of the sea resting on their belly or side.</p>	<p>Practice reading at home. Have a family member monitor your reading speed.</p>	<p>In a paragraph write how do you practice politeness at home.</p>
<p><b>IV. REMARKS</b></p>					

<b>V. REFLECTION</b>					
<b>A. No. of learners who earned 80% on the formative assessment</b>					
<b>B. No. of learners who require additional activities for remediation</b>					
<b>C. Did the remedial lessons work? No. of learners who have caught up with the lesson</b>					
<b>D. No. of learners who continue to require remediation</b>					
<b>E. Which of my teaching strategies worked well? Why did these work?</b>					
<b>F. What difficulties did I encounter which my principal or supervisor can help me solve?</b>					
<b>G. What innovation or localized materials did I use/discover which I wish to share with other teachers?</b>					