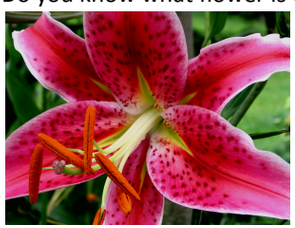
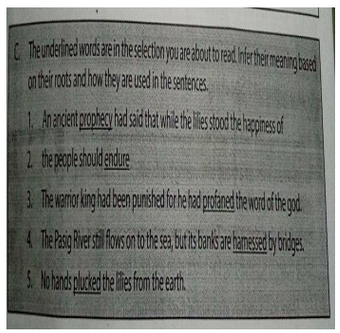
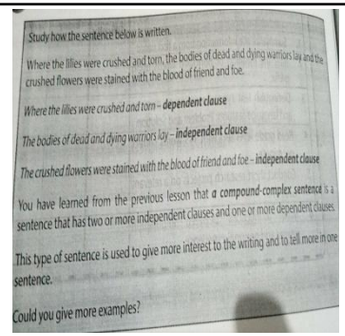
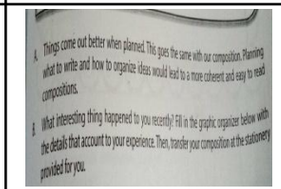
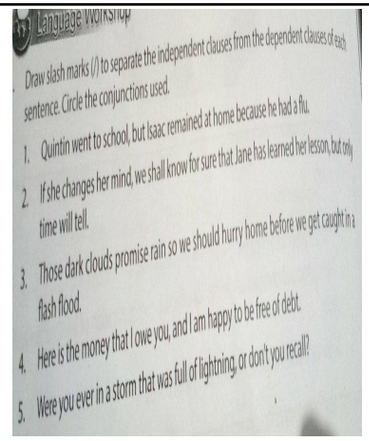
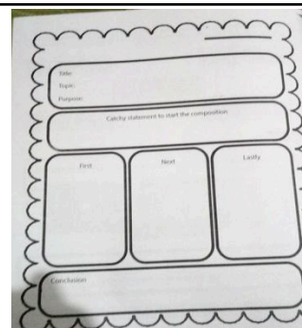
GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	VI
	Teacher:	*Credits to the Writer of this DLL*	Learning Area:	ENGLISH
	Teaching Dates and Time:	MAY 22-26, 2023 (WEEK 4)	Quarter:	4TH QUARTER

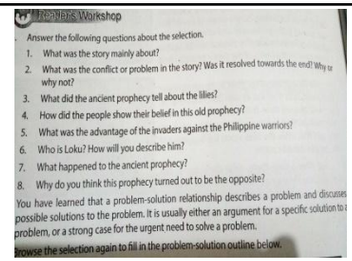
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES					
A. Content Standards	• Demonstrates understanding of various non-verbal elements in orally communicating information • Demonstrates understanding that words are composed of different parts to know that their meaning changes depending in context • Demonstrates understanding of verbal and non-verbal elements of communication to respond back • Demonstrate understanding of the research process to write a variety of texts • Demonstrates understanding that a change in stress entails a change of meaning to evaluate the speaker's/author's purpose and meaning .				
B. Performance Standards	• Orally communicates information, opinions and ideas effectively to different audiences for a variety of purposes • Uses strategies to decode correctly the meaning of words in isolation and in context • Uses a variety of strategies to provide appropriate feedback • Uses a variety of research strategies to effectively write a variety of texts for various audiences and purposes • Uses knowledge of stress and intonation of speech to appropriately evaluate the speaker's intention, purpose and meaning				
C. Learning Competencies/ Objectives	Summarize the information from a text heard Inferring meaning of borrowed word using -prefix	Distinguish text-types according to purpose and language features -Problem and Solution Conduct short research projects on a relevant issue	Use various types and kinds of sentences for effective communication of information/ideas (Compound-Complex Sentence)	Make connections between information viewed and personal experiences	Plan composition using an outline/other graphic organizers
Write the LC code for each	**EN6LC-IVd-2.23** **EN6V-Id-12.4.2.3**	**EN6RC-IVd-3.2.5** **EN6-IVd-2.3**	**EN6SS-IVd-1.10**	**EN6V-IVd-4.4**	**EN6WC-IVd-1.1.6.1**
II. CONTENT (Subject Matter)	Clarifying meaning of text heard Inferring meaning of borrowed word PREFIX	Problem – solution Research projects	Compound-Complex Sentence	Used to influence viewers Stereotypes, point of view , propaganda	Outline/Graphic Organizers
III. LEARNING RESOURCES					
A. References					
1.Teacher's Guide/Pages	Curriculum Guide pp 138 of227				

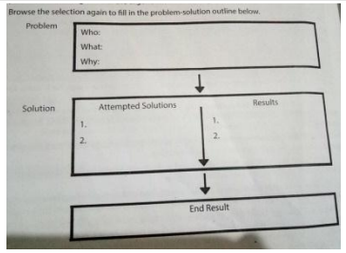
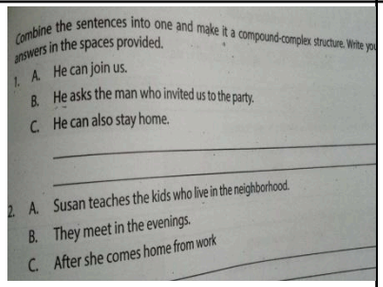
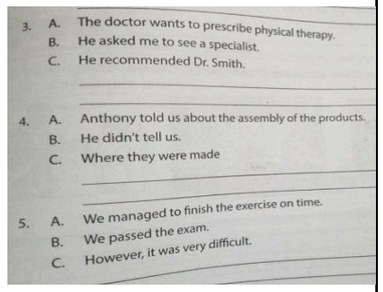
2.Learner's Materials Pages					
3.Textbook Pages	Essentials English 6 pp.335-336	Essentials English 6 pp.337-341	Essentials English 6 pp.341-345	Essentials English 6 pp.328-329	Essentials English 6 p 345-347
4.Additional Materials from Learning Resource(LR)portal					
B. Other Learning Resources	powerpoint	Chart, worksheet	powerpoint	powerpoint	Powerpoint
III. PROCEDURES					
A. Reviewing previous lesson or presenting new lesson	If you are going to summarize a story or a selection, how will you summarize.	Give the meaning of the following borrowed using prefix de. Decode deflate Deport depress Dejected -to go down or to move away -to send out of the country -feeling down -to press down -to break down words	Each group will present their research project.	Make a compound-complex sentence about the picture. 	What is stereotype? Give an example. Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more
B. Establishing a purpose for the lesson	Do you know what flower is this.  Lilies are magnificent flowers that command attention wherever they are planted. They are group of flowering plants which are important in culture and literature in much of the world . Listen to an article about Lilies. Take down relevant notes as you listen. Use this notes in summarizing the information ypu heard.	How do you regard plants or flowers? Do you consider any of these special, lucky or with certain meaning?  C. The underlined words are in the selection you are about to read. Infer their meaning based on their roots and how they are used in the sentences. 1. An ancient prophecy had said that while the lilies stood the happiness of 2. the people should endure. 3. The warrior king had been punished for he had profaned the word of the god. 4. The Pasig River still flows on to the sea, but its banks are harnessed by bridges. 5. No hands plucked the lilies from the earth.	 Study how the sentence below is written. Where the lilies were crushed and torn, the bodies of dead and dying warriors lay and the crushed flowers were stained with the blood of friend and foe. Where the lilies were crushed and torn – dependent clause The bodies of dead and dying warriors lay – independent clause The crushed flowers were stained with the blood of friend and foe – independent clause You have learned from the previous lesson that a compound-complex sentence is a sentence that has two or more independent clauses and one or more dependent clauses. This type of sentence is used to give more interest to the writing and to tell more in one sentence. Could you give more examples?	What kind of information view are the following? *All old people are forgetful.* *Men are better at math than women are.* *African-American men are the best basketball players.*	 4. Things come out better when planned. This goes the same with our composition. Planning what to write and how to organize ideas would lead to a more coherent and easy to read compositions. 5. What interesting thing happened to you recently? Fill in the graphic organizer below with the details that account to your experience. Then, transfer your composition at the stationery provided for you.

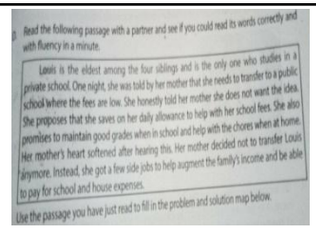
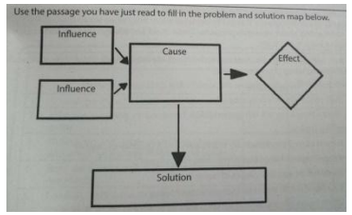
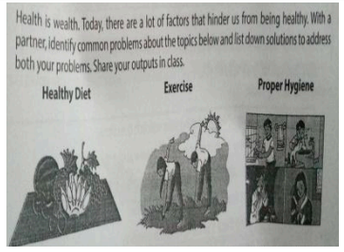
	Lily.To the ancient Egyptians, the trumpet-shaped lily was a symbol of Upper Egypt, the southern part of the country. In the ancient Near East, the lily was associated with Ishtar, also known as Astarte, who was a goddess of creation and fertility as well as a virgin. The Greeks and Romans linked the lily with the queen of the gods, called Hera by the Greeks and Juno by the Romans. The lily was also one of the symbols of the Roman goddess Venus. In later times, Christians adopted the lily as the symbol of Mary who became the mother of Jesus while still a virgin. Painters often portrayed the angel Gabriel handing Mary a lily, which became a Christian symbol of purity. Besides being linked to Mary, the lily was also associated with virgin saints and other figures of exceptional**chastity.** Read more: http://www.mythencyclopedia.com/Fi-Go/Flowers-in-Mythology.html#ixzz55w36wUJy Share your summary in class.				

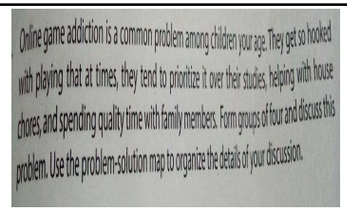
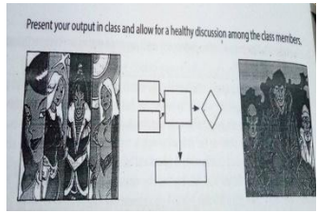
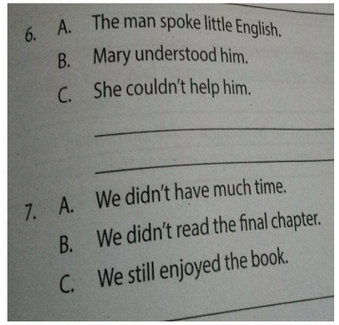
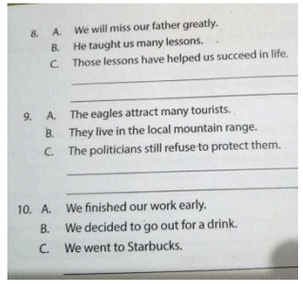
C. Presenting examples/ instances of the new lesson	Today we going to learn borrowed words using prefix. Read and study the following words. Recount misspell illegal dislocate Give the root word of the following words. What is written before the root word?	When the Lilies Return *Retold by: John M. Miller* *(Pasig Metro Manila, Luzon)* - - - - - - - At the time when the Pasig River flowed peacefully along between flowery banks, when its breast was not torn by puffing steamers, and when only a few clustering huts marked the present site of Manila, there grew on the banks of the river, a beautiful field of lilies.The lilies glistened like silver in the sunlight and filled the air with delicious perfume. No hand plucked them from the earth, and no foot trampled out their fragrance; for an ancient prophecy had said that while the lilies stood the happiness of the people should endure. But after a time cane dark days in the history of the Philippines. Yellow hordes swept across the water and carried all before them. The people could hardly expect to resist the invaders, for their warrior king, Loku, had profaned the word of the god, who, in the form of a lizard, was fulfilling his threats of punishment. Their armies were weal and scattered, and the conquerors marched on in triumph. As report after report of disaster reached Luzon, the people trembled for the safety of their fair land. Warriors gathered hastily for the defense of the nation, and all united and waited for the enemy to appear. One day the water was dotted with the junks of the invaders. They came slowly down the bay, and anchored near the mouth of the Pasig. Then from the boat poured the yellow warriors. Spears		Group Activity Stereotypes Option 1: Students are each handed a piece of paper at the beginning of class. They are instructed not to look at what is on the papers others have. They are given one of the following tasks: a. List the 8 most important characteristics that an ideal person should have. b. List the 8 most important characteristics that an ideal woman should have. c. List the 8 most important characteristics that an ideal man should have. Lists of the characteristics they come up with for each three categories are written on the board. Students discuss and evaluate the degree of overlap between perceptions of the ideal person and the male and female stereotypes. This discussion is then extended to include the ideal characteristics of people with certain jobs (e.g. president, teacher, accountant) to look for degree of overlap with the lists of ideal characteristics for men/women.	

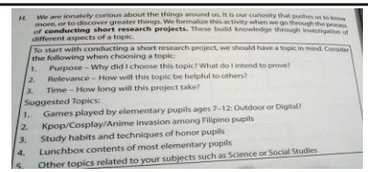
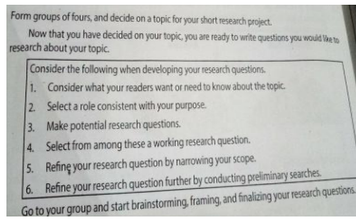
		rained upon them, stones and arrows laid them low, but their numbers were countless. The people were along the riverbanks. Fiercely they fought, but numbers told against them. Foot by foot they were pressed back, till they stood on the border of the field of lilies, where they made their last stand. But it was to no purpose.The invaders poured from the ships, and in one desperate charge drove back the ranks of the people, who fought and died among their sacred lilies. All through the night the battle raged, and all daybreak, when the victorious invaders rested on their spears, the beautiful field was no more. The lilies were crushed and torn. The bodies of dead and dying warriors laid everywhere, and the crushed flowers were stained with blood of friend and foe. The peace of the land was lost. Many years have passed since then. New races have come to the islands, and new manners and customs have been introduced. The Pasig still flows on to the sea, but its banks are harness by bridges. Lofty dwellings and stores took the place of the little huts, and a great city marks the site of the little village. Where once was the beautiful field is now a busy part of the great city. It is called Quiapo, after the lilies. Many of the older people remember the prophecy and wonder if the lilies will ever return. The land is now a peaceful and contented one. Comfort and happiness maybe found among its inhabitants. Perhaps the fair, strange women from the great land over the sea are the lilies. Who can tell?			

D. Discussing new concepts and practicing new skills #1	De-is a prefix of Latin origin which has several meanings. It means “down” as in descend or to go down or move away from as in depart. Fill in the blanks with the appropriate words from the box. Despise deducted delegate Decline delete Deteriorating detour Depressed derailed 1. When you turn down an invitation, you _____it. 2. The peace-and order situation in the country is said to be going down from bad to worse. We ca say that it is_____. 3. When a person’s spirit is low, we could infer that she/he is_____. 4. When we look down on someone with disfavor or contempt, we may be said to _____. 5. While driving, you are forced to leave the highway because of road repairs. Therefore turned away on a _____.	 Reading Workshop Answer the following questions about the selection. 1. What was the story mainly about? 2. What was the conflict or problem in the story? Was it resolved towards the end? Why or why not? 3. What did the ancient prophecy tell about the lilies? 4. How did the people show their belief in this old prophecy? 5. What was the advantage of the invaders against the Philippine warriors? 6. Who is Loku? How will you describe him? 7. What happened to the ancient prophecy? 8. Why do you think this prophecy turned out to be the opposite? You have learned that a problem-solution relationship describes a problem and discusses possible solutions to the problem. It is usually either an argument for a specific solution to a problem, or a strong case for the urgent need to solve a problem. Browse the selection again to fill in the problem-solution outline below.		Put a check if the statement is stereotype and cross if not. 1. She is a kind young lady. 2. Young kids are noisy. 3. Women are better cooks than men. 4. All doctors are rich. 5. Tagaytay is a beautiful tourist spots.	

	6. But when a train jumps away from the rails, we say that it is_____. 7. When we take out a word from a message, we_____ it. 8. Certain amounts can be taken away or _____from someone else's income or salary. 9. A person who is sent to attend a conference as a representative is called a _____				
E. Discussing new concepts and practicing new skills #2	De-is also used to give the idea of reversing or undoing. Example: Decode deflate decrease Before a coded message can be understood, we must undo or decode it. De also means completely or entirely. Example: A forest is said to be deforested if it is entirely stripped of trees and other plants. When old buildings are torn down completely, we use the word demolished.		 	Write YES if it is a stereotype Kids land NO if not. 1. People who wear glasses are smart. 2. All tall people are good basketball players. 3.Women are better cooks than men. 4,Poor people are lazy. 5.Honesty is the best policy.	

F. Developing Mastery (Lead to Formative Assessment)	Match words with prefix de with its meaning. 1. Decay 2. Declined 3. Decode 4. Decrease 5. Deduct 6. Dejected 7. Depress 8. Deport a. To send out of the country b. To press down c. Feeling down or sad d. To take out or to remove e. To lower or break down into small amount f. To break down words g. To go down or to drop h. To break down	 Read the following passage with a partner and see if you could read its words correctly and with fluency in a minute. Louis is the eldest among the four siblings and is the only one who studies in a private school. One night, she was told by her mother that she needs to transfer to a public school where the fees are low. She honestly told her mother she does not want the idea. She proposes that she saves on her daily allowance to help with her school fees. She also promises to maintain good grades when in school and help with the chores when at home. Her mother's heart softened after hearing this. Her mother decided not to transfer Louis anymore. Instead, she got a few side jobs to help augment the family's income and be able to pay for school and house expenses. Use the passage you have just read to fill in the problem and solution map below.  Use the passage you have just read to fill in the problem and solution map below. Influence Influence Cause Effect Solution			
G. Finding practical application of concepts and skills in daily living.		 Health is wealth. Today, there are a lot of factors that hinder us from being healthy. With a partner, identify common problems about the topics below and list down solutions to address both your problems. Share your outputs in class. Healthy Diet Exercise Proper Hygiene	Group Activity Write five related compound-complex sentences based on the pictures.  		

					
H. Making Generalization and Abstraction about the lesson					
I. Evaluating Learning	Fill in the blank with the borrowed word using the prefix de. Choose your answer inside the box. Decay declined Decode decrease Deduct dejected Depress deport 1. The star player on our team was _____to his home country because his parents did not have “green card”. 2. The old house was _____and falling apart. 3. _____the nozzle of the spray cleaner to remove the writing from the desktop. 4. The condition of the countrys’lndmarks _____with smaller repair budgets. 5. The football player felt _____ after losing the game. 6. Can you _____all of the words in these instructions?	 	Combine the sentences into one and make it a compound-complex structure.  		Write a composition what you have written on the graphic organizer.

	7. You subtract or _____ the admission fee from your allowance. 8. This man wants to see a _____ in the use of coal as a fuel in pour country.				
J. Additional Activities for Application or Remediation		 H. We are innately curious about the things around us. It is our curiosity that pushes us to know more, or to discover greater things. We formalize this activity when we go through the process of **conducting short research projects.** These build knowledge through investigation of different aspects of a topic. To start with conducting a short research project, we should have a topic in mind. Consider the following when choosing a topic: 1. Purpose – Why did I choose this topic? What do I intend to prove? 2. Relevance – How will this topic be helpful to others? 3. Time – How long will this project take? Suggested Topics: 1. Games played by elementary pupils ages 7–12: Outdoor or Digital? 2. Kpop/Cosplay/Anime invasion among Filipino pupils 3. Study habits and techniques of honor pupils 4. Lunchbox contents of most elementary pupils 5. Other topics related to your subjects such as Science or Social Studies  Form groups of fours, and decide on a topic for your short research project. Now that you have decided on your topic, you are ready to write questions you would like to research about your topic. Consider the following when developing your research questions. 1. Consider what your readers want or need to know about the topic. 2. Select a role consistent with your purpose. 3. Make potential research questions. 4. Select from among these a working research question. 5. Refine your research question by narrowing your scope. 6. Refine your research question further by conducting preliminary searches. Go to your group and start brainstorming, framing, and finalizing your research questions.			
IV. REMARKS					
V. REFLECTION					
A. No. of learners earned 80% in the evaluation					
B. Number of learners who are required additional activities for remediation who scored below 80%					
C. Did the remedial lesson work? No. of learners who have caught up with the lesson					
D. Number 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 help me solve?					

G. What innovation or localized materials/discover which I wish to share with other teachers?					