

 12 LOG	GRADES 1 to DAILY LESSON	School:		Grade Level:	VI
		Name of Teacher		Learning Area:	ENGLISH
		Teaching Dates and Time:	JULY 14 - 18, 2025 (WEEK 5)	Quarter:	First

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES					
A. Content Standards	<p>The learner demonstrates understanding ...</p> <ul style="list-style-type: none"> • of various verbal elements in orally communicating information • of various non-verbal elements in orally communicating information • that English language is stress timed to support comprehension • of text types to listen for different purposes from a variety of texts • of figurative language, word relationships and nuances in word meanings to develop word consciousness • of various linguistics nodes to comprehend various texts • of writing styles to comprehend the author's message • of the conventions of standard English grammar and usage when writing or speaking • of the forms and conventions of print, non-print, and digital materials to understand various viewing texts 				
B. Performance Standards	<p>The learner ...</p> <ul style="list-style-type: none"> • orally communicates information, opinions, and ideas effectively to different audiences using a variety of literary activities • reads with sufficient accuracy and fluency to support comprehension • uses linguistic cues to effectively construct meaning from a variety of texts for a variety of purposes • uses literal information from texts heard to construct an appropriate feedback • uses linguistic cues to appropriately construct meaning from a variety of texts for a variety of purposes • uses diction (choice of words) to accurately analyze author's tone, mood, and point of view • uses the correct function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in various discourse (oral and written) 🗣️ • speaks and writes using good command of the conventions of standard English • applies knowledge of non-verbal skills to respectfully give the speaker undivided attention and acknowledge the message • applies knowledge of the various forms and conventions of print, non-print, and digital materials to appropriately comprehend print, non-print, film and moving texts 				

<p>C. Learning Competencies/Objectives Write the LC code for each.</p>	<p>EN6LC-le-2.11.1 EN6LC-le-2.11.2 EN6LC-le-2.11.3 Infer the speaker's tone, mood and purpose</p> <p>EN6V-le-12.3.2 EN6V-le-12.4.1.2 EN6V-le-12.4.2.2 Infer meaning of figurative language using -context clues -affixes and roots</p>	<p>EN6RC-le-6.10 EN6RC-le-6.11 Analyze figures of speech (hyperbole, irony)</p> <p>EN6F-le-1.8.1 Read with automaticity grade level frequently occurring content area words</p>	<p>EN6F-le-1.8.1 Read with automaticity grade level frequently occurring content area words</p> <p>EN6G-le-3.6 Compose clear and coherent sentences using appropriate grammatical structures: -modals</p>	<p>EN6F-le-1.8.1 Read with automaticity grade level frequently occurring content area words</p> <p>EN6G-le-3.6 Compose clear and coherent sentences using appropriate grammatical structures: -modals</p>	<p>EN6VC-le-5.1.5 Describe different forms and conventions of film and moving pictures (acting) Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more</p>
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	<p>-other strategies</p> <p>EN6A-le-16 Observe politeness at all times</p> <p>EN6A-le-17 Show tactfulness when communicating with others</p> <p>EN6A-le-18 Show openness to criticism</p>				
<p>II. CONTENT</p>	<p>Speaker's Tone, Mood and Purpose Meaning of Figurative Language; Idioms Story: "<i>Cloudy With a Chance of Meatball</i>" by Judy Barret</p>	<p>Figures of Speech: Hyperbole and Irony</p>	<p>Modals: Can, Could, May, Might</p>	<p>Modals: Must, Should</p>	<p>Different Forms and Conventions of Film and Moving Pictures (acting)</p>
<p>III. LEARNING RESOURCES</p>					
<p>A. References</p>					
<p>1. Teacher's Guide pages</p>					
<p>2. Learner's Materials pages</p>					
<p>3. Textbook pages</p>					
<p>4. Additional Materials from Learning Resource (LR) portal</p>	<p>Activity Sheet in English 6 (Quarter 1 Week 5-Day 1)</p>	<p>Activity Sheet in English 6 (Quarter 1 Week 5-Day 2)</p>	<p>Activity Sheet in English 6 (Quarter 1 Week 5-Day 3)</p>	<p>Activity Sheet in English 6 (Quarter 1 Week 5-Day 4)</p>	<p>Activity Sheet in English 6 (Quarter 1 Week 5-Day 5)</p>
<p>B. Other Learning Resources</p>					

IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	Let's Recall pp. 1-2	Let's Practice p. 1 Let's Recall p. 2	Let's Practice p. 1 Let's Recall p. 2	Let's Practice p. 1 Let's Recall p. 2	Let's Recall p. 1
B. Establishing a purpose for the lesson	Let's Try This (A) p. 2				
C. Presenting examples/instances of the new lesson	Let's Try This (B, C & D) p. 3	Let's Try This p. 3	Let's Try This pp. 2-3	Let's Try This p. 2	Let's Try This pp. 1-2
D. Discussing new concepts and practicing new skills #1	Let's Study This pp. 3-4	Let's Study This pp. 4-5	Let's Study This pp. 3-4	Let's Study This p. 3	Let's Study This pp. 2-4
E. Discussing new concepts and practicing new skills #2	Let's Do This p. 5	Let's Do This p. 5	Let's Do This p. 5	Let's Do This p. 4	Let's Do This pp. 4-5
F. Developing mastery (leads to Formative Assessment 3)	Let's Do More p. 6	Let's Do More pp. 6-7	Let's Do More pp. 5-6	Let's Do More p. 4	Let's Do More pp. 5-6
G. Finding practical applications of concepts and skills in daily living					
H. Making generalizations and abstractions about the lesson	Let's Remember pp. 6-7	Let's Remember p. 7	Let's Remember p. 6	Let's Remember p. 5	Let's Remember p. 6
I. Evaluating learning	Let's Test Ourselves p.7	Let's Test Ourselves pp. 7-8	Let's Test Ourselves p. 6	Lets' Test Ourselves p. 5	Let's Test Ourselves pp. 6-7
J. Additional activities for application or remediation					
V. REMARKS					
VI. REFLECTION					
A. No. of learners who earned 80% in the evaluation					
B. No. of learners who require additional activities for remediation					
C. Did the remedial lessons work? No. of learners who have caught up with the lesson					
D. No. 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 can help me solve?					
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?					