
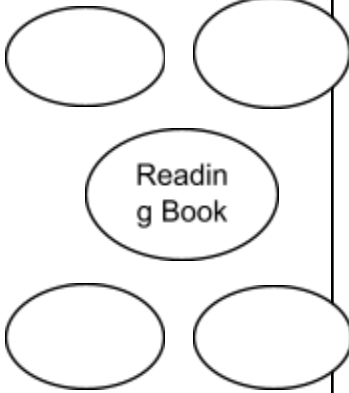




 GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	VI
	Teacher:	<i>Credits to the Write of this File</i>	Learning Area:	ENGLISH
	Teaching Dates and Time:	MARCH 13-17, 2023 (WEEK 5)	Quarter:	3RD QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES					
A. Content Standards	<ul style="list-style-type: none"> • Demonstrate understanding of text types to construct feedback. • Demonstrate understanding that a change in stress entails a change of meaning to evaluate the speaker’s /author’s purpose and meaning. • Demonstrates understanding that words are composed of different parts to know that • Their meaning changes depending in context. • Demonstrates command of the conventions of Standard English grammar and usage when writing or speaking. • Demonstrates understanding of the research process to write a variety of texts. • Demonstrates understanding of different formats to write for a variety of audiences and purposes. 				
B. Performance Standards	<ul style="list-style-type: none"> • Uses literal information from text heard to construct an appropriate feedback. • Uses knowledge of stress and intonation of speech to appropriately evaluate speaker’s intention, purpose and meaning. • Uses strategies to decode correctly the meaning of words in isolation and in context. • Uses the correct functions of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in various discourse (oral and written) • Uses a variety of research strategies to effectively write a variety of texts for various audiences and purposes. • Drafts texts using appropriate text types for a variety of audiences and purposes. 				
C. Learning Competencies/ Objectives	Listening Comprehension Fluency Relate actual experience as you make a stand	Vocabulary Use the words using prefixes	Study Strategies/Research Use a kind of sentence for a specific purpose and audience-expressing opinions/emotions	Study Strategies/Research Monitor one’s understanding as he/she organizes information from the second sources	PERFORMANCE TASKS
Write the LC code for each	EN6LC-IIIe-3.1.13 EN6F-IIIe-3.5 EN6F-IIIe-3.2 EN6F-IIIe-3.6	EN6V-IIIe-12.4.2.3	EN6SS-IIIe-1.8.10	ENSS-IIIe-4	
I. CONTENT (Subject Matter)	Making a stand (The Store of Happiness) Accuracy, Appropriate Rate and Proper Expressions in dialog	Inferring Meaning of Borrowed Words Using Prefixes	Using Kinds of Sentences	Organizing Information from the Secondary Sources	
III. LEARNING RESOURCES					

A. References					
1. Teacher's Guide/Pages	Lesson Guides in Elementary English 6 pp. 264-267				
2. Learner's Materials Pages		p. 235	pp. 240-241	p. 239	
3. Textbook Pages	Essential English (Work text in Language and Reading-Kto12)	Essential English (Work text in Language and Reading-Kto12)	Essential English (Work text in Language and Reading-Kto12)	Essential English (Work text in Language and Reading-Kto12)	
4. Additional Materials from Learning Resource (LR) portal		Chart, paper strips, flashcards	Chart, paper strips	Pictures, story book, audio visual presentation	
B. Other Learning Resources					
III. PROCEDURES					
A. Reviewing previous lesson or presenting new lesson	Do you know what an editorial is? 	Review of yesterday's lesson Reading of some words using flashcards	Study the following sentences. "Happy? Are you happy!" "I'd like to buy that house and I'll pay you with check!" "Tour me around I will buy every single happiness in your store!"	From the story, "Store of happiness", recalls the characters and their dialogs	
B. Establishing a purpose for the lesson	Make brief background information for pupils to understand what an editorial is. Let them realized that an editorial is the editor's stand on current events or issues. It is all right if learners do not always agree with the editor's opinion because they have their own stand on certain issues.	Sing a song entitled " Prefix Song" https://www.youtube.com/watch? If you have a base word and you happen to find Something in front or something behind. A prefix begins; a suffix ends. And that is the basic rule, my friends. Prefixes, prefixes, come before a base word. Prefixes, prefixes, come before the main word. Misspell Mis comes before spell. Retell Re comes before tell. Unscrew Un comes before screw.	In Facebook, if you like the photos or posts of your friends, what emoticons do you click?	What are the information can you get from reading a book? Write your answers inside the bubbles. 	
C. Presenting examples/ instances of the new lesson	Read the editorial that follows and see if the learner's agree or disagree with the editor's views about child exploitation. "Roles Children are made to play" p. 36 of Reading Links 6	Show different prefixes like "ante", "anti", "gastro", "hemi", "homo", "hyper", "manu", "mega", "retro" and "trans". Ask: Do you know the meaning of these prefixes? Do you know what is the origin of these words?	What kind of emotion does the speaker possess?	Form 4 groups. Each group will choose one story. Read the story then summarize it by organizing ideas as they are recalled by members of the group. (Snow White, Cinderella, Pinocchio, Mulan)	

D. Discussing new concepts and practicing new skills #1	Answer: “Think and Ponder” on p. 37 of Reading Links 6	Post a chart with prefix, meaning and origin, 235			Show flashcards of different moods and tell what kind of emotion it convey	Present a dialog based on the character in the story you have chosen	
		Prefix	Meaning	Origin			
		ante-	positioned in front of another	Latin			
		anti-	against or opposed to another	Ancient Greek			
		gastro-	of or pertaining to stomach	Ancient Greek			
		hemi-	one-half	Ancient Greek			
		homo-	same as another	Ancient Greek			
		hyper-	above normal	Ancient Greek			
		manu-	of or pertaining to hand	Latin			
		mega-	enlargement, million	Greek			
		retro-	backward, behind	Latin			
		trans-	across, through	Latin			
E. Discussing new concepts and practicing new skills #2	Let the learners know the basics in writing an editorial. An editorial is made up of three parts: a.) the introduction or the news peg; b.) the body; and c.) the conclusion.	Study the meaning and origin of the stated prefixes, 235			Does your excitement change your emotion? Give some instances.	In what way can you easily recall the details of the story.	
F. Developing Mastery (Lead to Formative Assessment)	Group work: Have a classification game for pupils. Task: Identify the parts of an editorial written on strips of cartolina. Then let the pupils explain how the writer developed each part.	Give the meaning of the following words: 1. ante 2. antidote 3. gastroblast 4. hemicycle 5. hyperventilate			Put a punctuation mark to express your emotion. 1. Wow 2. Phew 3. Oh, my Can these be taken as sentences?	Group Work Choose your own story presented and be able to tell something about it.	

G. Finding practical application of concepts and skills in daily living.	If you are the ones involved in an editorial article, how are you going to react with the opinion that is written about you?	Create a quotation that refers to a word “before” that you may use in your study.	Write exclamatory sentences which members of your family usually say. Punctuate your sentences correctly.	Aside from the books you use in school, what other sources do you use to get valuable information?													
H. Making Generalizations and Abstraction about the Lesson	What is an editorial? What is the importance of an editorial?	How do we get/know the meaning of words?	How can you transform a declarative sentence or question into exclamatory? Can emotion change the kind of sentence you want to state?	What is a secondary source? What are the examples of secondary sources?													
I. Evaluating Learning	Write a 3-paragraph editorial article about a current event or issue. (e.g. extrajudicial killings, the fight of our country against drugs, etc.)	Directions: Supply the correct prefixes in the following words and write the meaning. <table><tr><th>New word</th><th>Meaning</th></tr><tr><td>1. script</td><td></td></tr><tr><td>2. mart</td><td></td></tr><tr><td>3. flex</td><td></td></tr><tr><td>4. phones</td><td></td></tr><tr><td>5. scribe</td><td></td></tr></table>	New word	Meaning	1. script		2. mart		3. flex		4. phones		5. scribe		Rearrange the words to form a meaningful exclamatory sentence. Punctuate the sentence you have formed correctly. 1. world dog you best the are in the 2. my out of stay room told I you to 3. occupied great the yet from our seats not 4. got whoa almost the hit kid spreading car by the 5. there spider under yikes is creepy bed your a	The pictures below have plenty of versions already. What reference materials or secondary sources could you use to look for these? Write them below. <div></div>	
New word	Meaning																
1. script																	
2. mart																	
3. flex																	
4. phones																	
5. scribe																	
J. Additional Activities for Application or Remediation	Make an album of clippings of editorial articles from newspapers. Be able to identify what kind of editorial are the clippings. (interpretation, criticism, argumentation, entertainment, information)	After answering the above, use the new discovered words in sentences. 1. manuscript 2. megamart 3. retroflex 4. homophones 5. transcribe	Create comic strip with a partner in any given genre. Make use of exclamatory sentences in your speech balloons. <div><div>HORRO</div><div>COMED</div><div>DRAMA</div></div>	Write <u>PS</u> for Primary Sources and <u>SS</u> for Secondary Sources __1. Textbooks __2. Journal articles __3. Pictures __4. Autobiographies __5. documents													
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?					