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|  <b>GRADES 1 to 12</b><br><b>DAILY LESSON LOG</b> | School:                  | DepEdClub.com                | Grade Level:   | VI                      |
|                                                                                                                                   | Teacher:                 |                              | Learning Area: | ENGLISH                 |
|                                                                                                                                   | Teaching Dates and Time: | MARCH 20 – 24, 2023 (WEEK 6) | Quarter:       | 3 <sup>RD</sup> QUARTER |

|  | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
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| I. OBJECTIVES                                                             |                                                                                               |                                                                                                                               |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                      |                                                                                               |
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| <b>A .Content Standards</b>                                               | 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 | Demonstrated understanding of writing styles to comprehend the author's message                                                                                                                                                                                               | Demonstrates understanding of the research process to write a variety of texts                                                                                                                       | Demonstrates understanding of verbal and non-verbal elements of communication to respond back |
| <b>B. Performance Standards</b>                                           | Orally communicates information, opinions, and ideas effectively to                           | Uses strategies to decode correctly the meaning of words in isolation and in context                                          | Uses diction (choice of words) to accurately analyze author's tone, mood, and point of view                                                                                                                                                                                   | Uses a variety of research strategies to effectively write a variety of texts for various audiences and purposes                                                                                     | Uses a variety of strategies to provide appropriate feedback                                  |
| <b>C. Learning Competencies/ Objectives</b><br>Write the LC code for each | Present a coherent , comprehensive report on differing viewpoints on an issue                 | Infer meaning of content specific terms using context clues-affixes and roots and other strategies                            | Observe accuracy, appropriate rate and proper expressions in a dialogs                                                                                                                                                                                                        | Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others                                                            | Show tactfulness when communicating with others                                               |
| Write for the LC code for each                                            | EN6OL-IIIh-1.9                                                                                | EN6V-IIIh-12.4.2.3                                                                                                            | EN6F-IIIh-3.2, EN6F-IIIh-3.6                                                                                                                                                                                                                                                  | EN6SS-IIIh-4                                                                                                                                                                                         | EN6A-IIIh-17                                                                                  |
| <b>II. CONTENT</b>                                                        | - Composing clear and coherent report on differing viewpoints on an issue                     | -Inferring meaning of content specific terms using context clues-affixes and roots and other strategies                       | - Observing accuracy, appropriate rate and proper expressions in a dialogs                                                                                                                                                                                                    | - . Organizing information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others                                                      | -Showing tactfulness when communicating with others                                           |
| <b>III. LEARNING RESOURCES</b>                                            |                                                                                               |                                                                                                                               |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                      |                                                                                               |
| <b>A. References</b>                                                      |                                                                                               |                                                                                                                               |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                      |                                                                                               |
| <b>1.Teacher's Guide/Pages</b>                                            |                                                                                               |                                                                                                                               |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                      |                                                                                               |
| <b>2.Learner's Materials Pages</b>                                        |                                                                                               |                                                                                                                               |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                      |                                                                                               |
| <b>3.Textbook Pages</b>                                                   | English for You and Me reading textbook pp.37                                                 | Lesson Guide in Elementary English Grade 6 pp.134                                                                             | English for You and Me reading textbook pp.106                                                                                                                                                                                                                                | English for You and Me reading textbook<br>Reading textbook pp.181                                                                                                                                   |                                                                                               |
| <b>4.Additional Materials from Learning Resource(LR)portal</b>            | <a href="http://www.pennlive.com">http://www.pennlive.com</a>                                 | <a href="https://www.google.com/search">https://www.google.com/search</a>                                                     | <a href="https://www.google.com/search">https://www.google.com/search</a><br><a href="https://www.youtube.com/watch?v=gE0FWD#E">www.youtube.com/watch?v=gE0FWD#E</a><br><a href="https://www.youtube.com/watch?v=XvK8tBs7Dgo">https://www.youtube.com/watch?v=XvK8tBs7Dgo</a> | : <a href="http://business.inquirer.net">http://business.inquirer.net</a><br>t/217120/what-does-separation-from-us-mean<br>: <a href="http://newsinfo.inquirer.net">http://newsinfo.inquirer.net</a> | <a href="https://www.google.com/search">https://www.google.com/search</a>                     |
| <b>B. Other Learning Resources</b>                                        | Charts/paragraph                                                                              | Charts, pictures                                                                                                              | Charts, pictures                                                                                                                                                                                                                                                              | Charts,newspaper,strips                                                                                                                                                                              | Charts,                                                                                       |

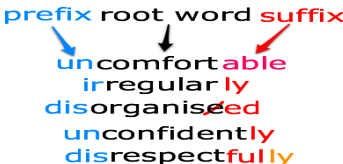
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| <b>IV. PROCEDURES</b>                                            |                                                                                                                                                                        |                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                               |
| <b>A. Reviewing previous lesson or presenting the new lesson</b> | Read the following sentences.<br>Then, pick out all the words with prefix.                                                                                             | How do we compose clear and coherent report on differing viewpoint?                                                                                                                                                                   | How do we infer meaning of content specific terms using context clues-affixes and roots and other strategies?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | How will you observe accuracy, appropriate rate and proper expressions in Dialog?                                                                                                                                                                                                                                                                                                                                                                    | How do we organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others?                                                                                          |
| <b>B. Establishing a purpose for the lesson</b>                  |  <p>Setting the stage.<br/>Look at the picture. Describe it.</p>                      | <p>If you belong to a family that plays favouritism, what would you feel? Why would you feel that way?</p>                                          | <p>What is your favourite teleserye in the evening?<br/>How do the actresses and actors deliver their dialog?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>What reading material do you have at home?</p> <p>-newspapers<br/>-magazine<br/>-books<br/>Are newspapers good to read?</p> <p>-a serial publication containing news, other informative articles</p>                                                                                                                                                                                                                                              | <p>Setting the stage<br/>Read the sentence below.<br/>I didn't mean it. My mistake oops...that's not what i mean, I'm sorry ...<br/>My fault.....<br/>I didn't mean it</p> <p>What comes into your mind when you read this messages?</p>      |
| <b>C. Presenting examples / instances of the new lesson</b>      | <p><b>Explaining the Student What to Do?</b><br/>Say: Class our lesson for today is about Composing clear and coherent report on differing view points on an issue</p> | <p><b>Explaining the Student What to Do?</b><br/>Present the "Parable of Division" in a Manila Paper</p> <p>Vocabulary Words<br/>Evolved<br/>guarantee<br/>equitable<br/>appellation<br/>disappointed<br/>eddied out<br/>accosted</p> | <p><b>Explaining the Student What to Do?</b><br/>Today, we will learn how to observe accurate, appropriate rate and proper expressions in dialog</p> <p><b>Fur Coat for Sale</b><br/>Adapted from messenger of St. Anthony</p> <p>The two were surprised were surprised to see other animals coming from different directions. They met, faced each and talked about their skin being made into fur coats.<br/>"Nenita, turn on the lights outside"her sister summoned.Lights were turn on and every animal walked towards the gate.People from the apartment were now awaken there was a commotion in their store and Mr. De Vera came out with his gun on his hand.<br/>"Shut the gate, they are leaving"he cried out loud.</p> | <p><b>Explaining the Student What to Do?</b><br/>The teacher will group the class into 4;each group will read an article and they will write the important facts from it which will be use for writing or reporting.<br/>Class this activity has something to do with our lesson for today which is organizing information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others.</p> | <p><b>Explaining the Student What to Do?</b><br/>Class our lesson for today is about showing tactfulness when communicating with others<br/>Original File Submitted and Formatted by DepEd Club Member<br/>- visit depedclub.com for more</p> |

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| <p><b>D. Discussing new concepts and practicing new skills #1</b></p> | <p><b>Modeling</b></p> <p>Read the paragraph below and answer the questions after the paragraph</p> <p>Let us read the selection about the lentent season .Ash Wednesday: Marks the beginning of the Lenten season.</p> <p>Palm Sunday: The Sunday before Easter, Palm Sunday commemorates Jesus's triumphant entrance into Jerusalem. On that day the crowd put palm branches on the ground beneath the feet of the donkey Jesus was riding. .</p> <p>Maundy Thursday: Also known as Holy Thursday, this day focuses on the last supper Jesus had with his disciples, before he was arrested. Good Friday: Also known as Black Friday, this day commemorates the crucifixion and Jesus's death. On this day, many Christians will also do the <a href="#">Stations of the Cross</a>, which includes 14 prayers and moments of reflection regarding 14 events leading up to Jesus's death.</p> <p>Easter Sunday: This day recognizes the resurrection of Jesus Christ and is a triumphant day for Christians, serving as a reminder of the Christ's conquering of death and the forgiveness of sins.</p> | <p><b>Modeling</b></p> <p>“The Parable of Division “_The young boy and his older brother were taught by their parents_to divide materials things equally and fairly. This they tried to follow . A system was evolved, in which one does the dividing and the other gets the selecting first. This guaranteed an equitable cutting. Otherwise, the one who divided would be in the losing end. One day the two boys had a pair of fish for lunch. One big fish and the other a small one. The young boy thought that his older brother will give in. “magparaya”to him a younger and weaker brother , please go ahead and make a best choice”.</p> <p>The older brother got the bigger fish . The younger boy was disappointed to get the smaller fish.” If i were you said the older brother, I would have taken the smaller fish. What are you complaining about?” answered the old boy. “You got what you want”. Next time around the two boy had to share a bottle of soft drink. They were in the rice field with no glasses or containers available. “Let us just drink directly from the bottle ”Be sure it is exactly half.</p> <p>Questions</p> <p>1. What good value have the parents of the two boys taught?</p> | <p><b>Modeling</b></p> <p>Jesus, you startled me. I wasn’t expecting you here. It’s been a real day for expectations. Where were you? I’ve been waiting here for an hour. You didn’t leave a note or— I wasn’t planning on going anywhere— I can see that. Where’s your coat? I left the house in a hurry. I... um... my mother... The hospital reached you? God, I’m sorry. That’s why— The hospital? They called me when they couldn’t get you. I don’t understand. Your mother. You said — I ran out to buy some flowers for her. She’s been so down. For three hours you’ve been buying flowers? And then I drove around. I’ve had... a lot on my mind. But I’m fine now. Fine. You didn’t go by the hospital? No. Look, I’m freezing. Let’s go inside. Why did the hospital call? Does the doctor need my signature for more tests? We have to go to the hospital. I’ve had a terrible— We have to go to the hospital. Now. The rest of your family is already there.</p> | <p><b>Modeling</b></p> <p>The teacher will show the class on how to get the important points in writing report.</p> <p><b>Got to be in</b></p> <p>Adapted from Pambata Magazine</p> <p>Rolly, the boy who is used to watch to watch TV every hour of the day felt very disappointed when he woke up one Saturday morning and there was no electric power.</p> <p>He could not listen to the musical radio program or watch his favourite TV program. “Rolly , eat breakfast here in the kitchen” his mother said .He saw breakfast on the table but he was looking for some fruits. He opened the refrigerator and found a slice of papaya. He smiled pulled the chair and sat quietly. He ate fast and got ready to bathe. He hoped that after an hour the power would be back.</p> | <p><b>Modeling</b></p> <p>Read the tactless blunt and more tactful in the graphic organizer.</p> <p>Tactless:</p> <p>-stupid! Later. i cant understand!</p> <p>It’s your fault, you did not proper read my latest text</p> <p>Tactful</p> <p>_I should understand it, as there is no confusing word in this letter, could you explain it once again?</p> <p>-Sometimes my words are not precise can you explain it once again?</p> <p>Ask:</p> <p>1. What is the difference between tactless and tactful communicator?</p> <p>2. Do you think there is a careful consideration of the feelings and values of another in a tactful communication?</p> |

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|                                                                       | <p>.</p> <p>Questions:</p> <p>What marks the beginning of Lenten season?</p> <p>What prayer reflects regarding the suffering and death of Jesus?</p> <p>What is the report all about?</p>                                                                                                                                                                                                                                                                                                                                                                                     | <p>2. Why did the younger brother drink all the contents of the whole bottle?</p> <p>3. Would you agree with what the younger brother did?</p>                                                                                                                                                                                                                                                                                                                                                                                                              | <p>Oh. Oh, God. Mom's all right, isn't she? Oh, Christ, she isn't. I'm being punished... she's dead.</p> <p>1. Who was in the hurry to reach the hospital?</p> <p>2. Who were already in the hospital before he came?</p> <p>3. Who died in the hospital?</p> <p>The teacher will explain how the words are properly pronounced, read. She will also explain the proper and accurate expression when reading the dialog.</p> <p>The teacher will group the class into</p> <p>Group1. –choral singing</p> <p>Group 2-speech</p> <p>Group 3-poem recitation</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>E. Discussing new concepts and practicing new skills #2</b></p> | <p>Guided Practice Draw a  if you agree and  disagree</p> <p>Exercise1</p> <p>1. Early pregnancy is one of the problems we have in our country.</p> <p>2. Women and children are not court the man.</p> <p>3. The stability peso will depend on the president only.</p> <p>4. A political leader of our country is Mr. Rodrigo Roa Duterte.</p> <p>5. Drug free country is the dream of every Filipino.</p> | <p>Guided Practice</p> <p>Draw a happy face  if it gives the correct meaning and sad face  if it's not.</p> <p>1. Evolved means produced by natural means.</p> <p>2. Guarantee means to answer for something as in loan or pledge.</p> <p>3. Equitable would mean fair and equal.</p> <p>4. An appellation is a title.</p> <p>5. To be disappointed means to fall in expectation.</p> | <p>Guided Practice</p> <p>The teacher will show a video clip showing choral recitation and guides the pupil to make their own critic</p> <p><a href="https://www.youtube.com/watch?v=XvK8tBs7Dgo">https://www.youtube.com/watch?v=XvK8tBs7Dgo</a></p>                                                                                                                                                                                                                                                                                                         | <p>Guided Practice</p> <p>Arrange the ff. Sentences to form a report. Follow the format below.</p> <p>1. Residents in Antipolo City, Rizal on Thursday (Sept.10) expressed concern over the possible effects of an oil spill in Teresa-Morong River channel.</p> <p>2. They said that the oil spill which happened on Tuesday (September 8) is causing fears over the hazardous effects on people's health and adverse effect on their livelihood.</p> <p>3. Oil slicks on the riverbank are seen as traces of the 2,000 liters of bunker oil that spilled from a fuel storage tank owned by a cement company in Antipolo City.</p> <p>4. Solid Cement Corporation, the company allegedly responsible for the oil spill, said the bunker oil spilled into</p> | <p>Guided Practice</p> <p>"Think before you speak " your friend need to go home early for some appointment. How will you answer your friend in a positive way?</p> <p>Choose you answer and explain.</p> <p>1.We need to work as team shall nobody go home early.</p> <p>2. Ok you may go.</p> <p>3.Let us finish the task and later let's go home together.</p> |

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|                                                                                |                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                          |  | <p>the Teresa-Morong river system that leads to Laguna Lake</p> <p>5.The possible effects of an oil spill in Rizal</p> <div><p>Title _____</p><p>Introduction: _____</p><p>Main Points: _____</p><p>1. _____</p><p>2. _____</p><p>3. _____</p><p>Conclusion</p><p>1. _____</p><p>2. _____</p></div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>F. Developing Mastery</b><br/><b>(Leads to Formative Assessment)</b></p> | <p>Exercise II.<br/>From the picture below share your feelings reactions about it.(Form your group).Write your report on your own point of view</p>  | <p>EXERCISE II.<br/>Choose the correct meaning of suffixes and prefixes. Match column A with Column B.</p> <div><div><p>1. Repaint</p><p>2. rewrite</p><p>3. unhappy</p><p>4. lovable</p><p>5.dislike</p></div><div><p>a. Not like</p><p>b. Not happy</p><p>c.worthy of loving</p><p>d. Write again</p><p>e. paint again</p></div></div> |  | <p>Independent Practice</p> <p>One a whole sheet of paper arrange the sentence into a news report.</p> <div><p>1.In re-establishing a region of peace in Asia, many are more optimistic in seeing trade and investment levels soar to greater heights.”</p><p>2. For China alone, they continue to be the Philippines’ second major trading partner with \$17 billion value in total trade.</p><p>3. Another promising area again is investment from China. Their investment to the Philippines (Investment Promotion Agency- approved) dropped to only \$32 million in 2015.</p><p>4. We will maintain relations with our other partners but we would revive the stronger integration with our neighbours.</p><p>5.“The president just gave a very important speech. The cabinet will move strongly and swiftly towards regional economic integration.</p></div> | <p>. Independent Practice</p> <p>What can you say about this situation?</p> <p>One of your team member is regularly late for sport dance practice for school intramurals competitions and it affects her performance. After another missed deadline you’re tempted to call her Out of the team meeting. Although this might make you feel better in the short term, it’s insensitive –a more tactful approach would be to speak with her privately about her tardiness.</p> |

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| G. Finding practical application of concepts and skills in daily living | <p>Practice Independent</p> <p>As shown in the picture, what happened in the environment? Why is it important to be prepared during the typhoon?</p>                                                                                                                                                                                                                                                           | <p>Practice Independent</p> <p>Pupils will be asked to complete the table below.</p> <table><tr><td>Word with prefix</td><td>Base Word</td><td>Meaning</td><td>S</td></tr><tr><td></td><td></td><td></td><td>e</td></tr></table>                                                                                                                | Word with prefix                                                                               | Base Word                                                                                                                                                                                                                                                    | Meaning                                                                                                                                                                                                                                                                                              | S |  |  |  | e | <p>Independent Practice</p> <p>Teacher will post chart on the board with dialog and each group will be asked to read the designated story with dialog</p> | <p>Exercise II.</p> <p>Let pupils group organize the given ideas from news clippings.</p> <p>1.The NDRRMC reported that 113 houses were damaged by Lawin, including six houses that were totally damaged and 107 others that were partially damaged.</p> <p>2.At a press briefing, NDRRMC spokesperson Romina Marasigan said electric companies are doubling its efforts to restore power in these areas immediately.</p> <p>3. Regions I, III, Calabarzon, and the whole of CAR are experiencing brownouts due to broken power lines.</p> <p>4. At its peak on Wednesday, the supertyphoon had reached a level of "Category 5" in some areas including Cagayan, Isabela, Kalinga, and Apayao.</p> <p>5. A total of 38 passengers were also stranded due to impassable roads in Aparri and canceled sea trips in Cagayan</p> | <p>Independent Practice</p> <p>How tactful are you? Use this scale to describe your tactfulness.</p> <p>5-I always do this</p> <p>4-I often do this</p> <p>3-I sometimes do this</p> <p>2-I seldom do this</p> <p>1-I never do this</p> <p>a. I recognize that how I say something is just as important as what i say</p> <p>b. I analyze my communication style to determine what non verbal message i send</p> <p>c. I make a genuine effort to listen to ideas with which I don't agree</p> <p>d. I look for ways to improve my listening skills</p> <p>e. I always listen to the person i talk with</p> |
| Word with prefix                                                        | Base Word                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Meaning                                                                                                                                                                                                                                                                                                                                         | S                                                                                              |                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                      |   |  |  |  |   |                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| H. Making generalizations and abstractions about the lesson             | <p>How to compose clear and coherent report on differing view points on an issue?</p> <ol style="list-style-type: none"><li>the report must have a single generalization that serves as the focus of attention, that is, a topic sentence.</li><li>a writer must control the content of every other sentence in the report's body such that (a) it contains more specific information than the topic sentence and (b) it maintains the same focus of attention as the topic sentence.</li></ol> | <p>How are you going to decode or deduce the meaning of unfamiliar word?</p> <p>Context clues-the meaning of a new word can often be found in other parts of the sentence</p> <p>Prefix-is an affix placed before a root word or base form to form a new meaning.</p> <p>Suffixes –is an affix placed after a root word to form a new word.</p> | <p>Closure</p> <p>. Observe accuracy, appropriate rate and proper expressions in a dialogs</p> | <p>Closure</p> <p>What are the points to remember in writing reports?</p> <ol style="list-style-type: none"><li>Understanding the report</li><li>Gathering and selecting information</li><li>Organizing materials</li><li>Analyzing your materials</li></ol> | <p>Closure</p> <p>What is the meaning of the word tact? Tact is the ability to deliver a difficult message in a way that considers other people's feelings and preserves relationships. It encompasses many things such as emotional intelligence, discretion, compassion, honesty and courtesy.</p> |   |  |  |  |   |                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

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| <b>I. Evaluating learning</b>                                                               | <p>Arrange the following sentences to make a coherent report.</p> <ol style="list-style-type: none"> <li>1.Even small animals as bear, cats, and skunks have a difficult time finding homes.</li> <li>2. Everyday there are more people on earth.</li> <li>3. They are building more and more homes.</li> <li>4. Thousand of kilometers of roads are being built.</li> <li>5.Trees are cut in the forest.</li> </ol> | <p>Determine the meaning of each word.</p>  <p>1.uncomfortable<br/>2. irregular<br/>3.unconfident<br/>4.disrespect<br/>5.respectfully</p> | <p>The teacher will give an envelope to each group containing task card and the student will present it in given situation.</p> <p>Group1-Choral singing<br/>Group II-Reader theatre<br/>Group III-Echo Reading</p> | <p>On one whole sheet of paper arrange and write the sentences into news report.</p> <p>1.President Rodrigo Duterte wants the fight with the Abu Sayyaf to end in the bandit group’s annihilation that he is even willing to hire fearless hatchet men or mercenaries to make this happen, according to a ranking Cabinet official.</p> <p>2. Agriculture Secretary Emmanuel Piñol said in a Facebook post on Sunday that during a meeting with security officials and some Cabinet members that started Saturday evening and ended about 4 a.m. on 3.Sunday, Duterte was so furious at the Abu Sayyaf’s terror attacks, especially in the wake of the bomb attack here on Friday.</p> <p>4. There’s no other option. These people are like germs, which must be eliminated,” 5.Piñol quoted the President as saying about the Abu Sayyaf.</p> | <p>Identify the sentences whether tactful or tactless.</p> <ol style="list-style-type: none"> <li>1. Corner them later and tell them off</li> <li>2. I apologizeand set a reminder on my phine</li> <li>3. Change the subject. Maybe I’ve bored her.</li> <li>4. It’s fine were friend right?</li> <li>5. I don’t like it!</li> </ol> |
| <b>J. Additional activities for application or remediation</b>                              |                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>Make 2 sentences using prefix,3 sentences using suffix and 1 sentence using the context clue.</p>                                                                                                                        |                                                                                                                                                                                                                     | <p>Read a newspaper<br/>Write a brief report about what you read from the article.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                       |
| <b>V. REMARKS</b>                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                             |                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                       |
| <b>VI. REFLECTION</b>                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                             |                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                       |
| <b>A. No. of learners who earned 80% on this formative assessment</b>                       |                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                             |                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                       |
| <b>B. No. of learners who require additional activities for remediation</b>                 |                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                             |                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                       |
| <b>C. Did the remedial lessons work?<br/>No. of learners who have caught up 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 help me solve?</b> |                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                             |                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                       |

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| G. What innovation or localized materials did I used/discover which I wish to share with other teacher? |  |  |  |  |  |
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