GRADES 1 to 12 DAILY LESSON LOG	School:	DepEdClub.com	Grade Level:	VI
	Teacher:		Learning Area:	ENGLISH
	Teaching Dates and Time:	MARCH 27 – 31, 2023 (WEEK 7)	Quarter:	3RD QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES					
A. Content Standards	• Demonstrate understanding of various verbal elements in orally communicating information. • Demonstrate understanding that printed words are made up of interconnected letters with separate sounds that are blended together to form coherent pattern of sounds. • Demonstrate understanding that printed words are made up of interconnected letters with separate sounds that are blended together to form coherent pattern of sounds. • Demonstrate understanding of the research process to write a variety of texts. • Demonstrate understanding that English language is stress timed to support comprehension.				
B. Performance Standards	• Communicates orally information, opinions and ideas effectively to different audiences using a variety of literary activities. • Uses strategies to decode correctly the meaning of words in isolation and in context. • Uses strategies to decode correctly the meaning of words in isolation and in context • Organizes information from secondary sources in preparation for writing. • Uses knowledge of stress and intonation of speech to appropriately evaluate the speaker's intention, purpose and meaning				
C. Learning Competencies/Objectives	Present a coherent, comprehensive report on differing viewpoints on an issue.	Infer meaning of content specific terms using context clues.	Infer meaning of content specific terms using prefixes	Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others.	Observe accuracy, appropriate rate and proper expressions in dialogs.
Write for the LC code for each	**EN60L-IIIj-1.19**	**EN6V-IIIj-12.3.3** **EN6V-IIIj-12.4.1.3** **EN6V-IIIj-12.4.2.3**	**EN6V-IIIj-12.3.3** **EN6V-IIIj-12.4.1.3** **EN6V-IIIj-12.4.2.3**	**EN6SS-IIIj-4**	**EN6F-IIIj-3.5** **EN6F-IIIj-3.2** **EN6F-IIIj-3.6**
II. CONTENT	Describe key information of a text from a prescribed viewpoint.	Inferring meaning of content -context clues	Inferring meaning of content specific terms using prefixes	Organize information from secondary sources.	Observe accuracy, appropriate rate and proper expression in dialogs.
III. LEARNING RESOURCES					
A. References					
1.Teacher's Guide/Pages		Lesson Guide –English 6 pp 134-137		Lesson Guide-English 6 pp 261-264	
2.Learner's Materials Pages					
3.Textbook Pages					
4.Additional Materials from Learning Resource(LR)portal	Charts, cassette recorder	Charts, flashcards	Picture, charts	Charts of news story, parts of newspaper, cassette recorder	Charts
B. Other Learning Resources					
IV. PROCEDURES					

A. Review previous lesson or presenting the new lesson	What are the elements of the story?	If you belong to a family that plays favoritism, what would you feel? Why would you feel that way?	Identify the meaning of each underlined words. 1.Evolved means a. runaway from b. go around c. produced by natural means 2.To guarantee means the same as a. to answer for something as in loan or pledge b. answer joyfully question c. announce something 3. Equitable would mean a. a bank b. fair and equal c. unfair 4. An appellation is a. a court appeal b. a title c. a friendly greeting 5. To be disappointed is to a. unhappy b. fatigued c. fail in expectation	How do you keep yourself abreast with fresh news everyday? Where can you find fresh news or current events or unusual situations that are meaningful and relevant to set of readers?	What one should be remembered in organizing information from data given?
B. Establishing a purpose for the lesson	What are the current issues of news that you have heard on TV or have read in the newspaper today?	Say: Today we are going to read a short story: “The Parable of Division” LG pp 134-137	How do you celebrate your birthday? Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	Have the pupils listen to the tape recorded announcements. (SAMPLE ANNOUNCEMENT) Hey everyone, you heard the challenge. We’re celebrating National Mix It Up Day tomorrow. We’re going to mix up things up around here. Wear a mixed up outfit during the day. At lunch we’re going to mix it up by sitting at a different table than where we usually sit. But the key is, you have to talk to someone new! Tuesday Hey, hope you all mixed up your outfits for National Mix it Up Day. I saw some great stuff Instruct them to jot down the important information.	The teacher shows a picture of two pupils talking to each other.  What do you think they are talking about? What should be observed when reading a dialogue?

C. Presenting examples/ instances of the new lesson	The teacher presents a particular issue or news item of the day.	-Comprehension check-up 1. What good value have the parents of the two boys taught them? 2. To make sure that equitable division is guaranteed, what practice was observed by them? 3. Why did the younger brother drink all the contents of the whole bottle? 3. Would you agree with what the younger brother/older brother did? Why? -Locate the underlined words in the story	Presenting a selection Pupils read it. At first I thought one of my fuzzy, orange socks *disappeared* in the dryer, but I could not find it in there. Because it was my favorite pair, nothing was going to prevent me from finding that sock. I looked all around my bedroom, under the bed, on top of the bed, and in my closet, but still could not find it. I did not know that I would *discover* the answer just I gave up my search. As I sat down on the couch in the family room, my Dad was *reclining* on his chair. I laugh when I saw that one of his feet was orange and the other blue! I forgot that he was color blind. Next time he does laundry I will have to supervise him while he folds the sock so that he does not accidentally take one of mine!	What information have you jotted down from the announcements?	Presenting a selection Pupils read it. At first I thought one of my fuzzy, orange socks disappeared in the dryer, but I could not find it in there. Because it was my favorite pair, nothing was going to prevent me from finding that sock. I looked all around my bedroom, under the bed, on top of the bed, and in my closet, but still could not find it. I did not know that I would discover the answer just I gave up my search. As I sat down on the couch in the family room, my Dad was reclining on his chair. I laugh when I saw that one of his feet was orange and the other blue! I forgot that he was color blind. Next time he does laundry I will have to supervise him while he folds the sock so that he does not accidentally take one of mine!

D. Discussing new concepts and practicing new skills #1	What is the issue all about? What can you say about the issue?	.After locating the underlined words in the story, tell them to read as they are used in sentences		Why are announcements important? What details do they usually contain?	Comprehension check up 1. What is the selection tells us about? 2. How did the first character solve the problem? 3. What did you think is the cause of the problem? Read the italicized words taken from the paragraph. What are placed before each word? What does each syllable mean? What do you call these syllables?
E. Discussing new concepts and practicing new skills #2	The teacher discusses how to make a coherent, comprehensive report on differing viewpoints on an issue.		The teacher discusses the factors to be considered when reading a dialogue such as intonation, stress, expression (voice and facial)		The teacher discusses what a prefix is and give other examples of prefixes and their meanings.
F. Developing mastery	The teacher gives another issue. The pupils give their opinions orally.	Identify the meaning of the underlined words by encircling the appropriate meaning from the given choices. 1.His father's voice <u>startled</u> him and made him look back to the direction toward the town. a. surprised b. frightened c. anxious 2. Then they hailed a cab to take them to Manong Kadyo's house near the butcher's place. a. to produce a sound b. to greet with shout c. to stop 3.m The other members of the household spilled into the cool, clean <u>veranda.</u>	.Read the following lines with correct intonation, stress and expression. 1. She wanted to face the problems on Tuesday. 2. He felt uneasy but the others were enjoying themselves. 3.I didn't want to come but here I am. 4.No way! 5. At five o'clock. 6. No, only at the meeting.	Sequence the statements by their order of importance. Number the blanks 1-9 __1.Police identified the suspect as Emelito M. Maano, who was arrested by barangay police. __2.He allegedly set his house and the house of his cousin Cecila M. Atienza on fire at about 12 noon. __3.The fire was controlled at around 1:25 p.m. by various fire brigades. __4.Police added that the suspect was seen by his nephew Mateo holding a candle before he burned his house.	Encircle the word with prefix in each sentence. 1. She hopes to regain the friendship she lost for being proud and arrogant. 2. My grandfather was often misunderstood by others because he seldom smiles at them. 3. Mrs. Castro and her new born baby received a post-natal care at home. 4. The applicants were pre-warned on the hardship of working abroad. 5. Carlos misinterpreted what Tony suggested during the meeting.

		a. furniture b. couch c. an open porch 4. I <u>appreciate</u> that you chose to come here. a. to recognize gratefully b. to apprehend c. to understand 5. Mang Pidong <u>patted</u> all the other children on their heads. a. to recognize b. to strike c. to look		__5. The compound was owned by the Maamo family and shared by twelve families. __6.Incidentally, the LCDRRMC that time was conducting a fire drill nearby, and the fire drill turned into a reality, said former PIA director Joe Asensi Jr., also a member of LCDRRMC. __7.Members of the LCDRMMC expedited their workshop and turned a real practice in managing a fire situation, Asensi said. __8.Arson investigators of the Bureau of Fire and Protection are conducting an investigation. __9. Lucena city, Rizal – A forty-nine-year-old man allegedly suffering from mental illness burned his own house and a house of his relative in a compound on Gomez St., Barangay 2, here friday.	6. Her long absence from her country caused her to be so disoriented in so many ways. 7. I am looking for inexpensive, yet meaningful gifts to give this Christmas. 8. Mrs. Reyes disapproved the students' plan of holding an overnight camping in the forest. 9. The children ride on a tricycle in going to school. 10. Robert miscalculated the expenses incurred during the Science Fair activity.
G. Finding practical applications of concepts and skills in daily living	Group activity Each group will present a news broadcast about the issue given by the teacher.	If you were the younger brother in the selection, Would you do the same? Why?	Group Activity Each group will be given a dialogue to deliver in the class. Example 1 (Adding a Medication) Parent: So, but with the antibiotic one question was, was it that he was gagging from the cough that he was throwing it up? It could have just been it was upsetting his stomach or both? Just so I don't go home and he's throwing it up again. And so we'll find that out. We'll make sure before we go home.	Guided Group Activities Write your own news story demonstrating your knowledge and skills in the use of presentation of facts. - 14 were killed - 70 wounded - Davao City bombing - September 2, 2016 - Roxas Night Market	What do the underlined word in each sentence mean? Write your answer on the blank. 1. A group of pupils were <u>misguided</u> by their team leaders. They did the wrong way. _____ 2. The house was <u>repainted</u> with green. _____ 3. Aling Maria bought a package of <u>precooked</u> noodles. _____ 4. The patient was uneasy with the tube connected to his

			Senior Resident: He should have one dose before he goes to make sure he can tolerate it. Example 2 (Scheduling change) Parent: Well, she (child) has a question, too. Intern: Oh, good. Attending: Yeah. Yes. Intern: I think that's a fantastic idea. Parent: Thirty minutes in a tunnel when you gotta go! Attending: That's really a good point.		mouth. _____ 5. The store had a post-Valentine sale with discounted price for selected items. _____
H. Making generalizations and abstractions about the lesson	How do you show your viewpoints or opinions about a certain issue?	To form the meaning of a word through context clues, it means we have to get the meaning of the word as it is used with other words. Therefore the meaning of the word can often be found in other parts of the sentence.	What should be considered when reading a dialogue?	Present their work to the class. Have them do the critiquing.	A prefix is a syllable or syllables placed at the beginning of a base word. A base word is a word that can stand on its own. It cannot be divided into smaller parts and still retain its meaning. The meaning of a word can be figured out by putting together the meaning of its prefix and the base word
I. Evaluating learning	The teacher presents another set of issues then tells the pupils to write their own opinion about the issues given.	Read the selection "Don't Dump That Garbage" LG pp 134-137. Give the meaning of each underlined word by the clues given within the sentences. 1. Mrs. Guinto's house is always <u>spic and span</u> because her maid has tirelessly cleaned it. 2. Don't dump your garbage in our room or else you'll <u>mess</u> it. 3. The changeable decision over the passing of the test result puzzled the examinees.	The teacher evaluates the performance of each group using rubrics.	Write a news story based from the following data dictated. The details/facts are not arranged in their order of importance. - 2016 Division Elementary Schools Press Conference - September 21-23 - Alaminos Central School, Alaminos, Laguna - 500 plus participants/campus journalists	Supply the missing prefix to the base word to complete the sentences. 1.The enemies did not spot the ___marine. 2. Carlos ___pronounce some words while reciting a poem before the class. 3. The boys were scolded by their teacher for being ___responsible in doing their project. 4. It is disappointing to know that there are many college

		4. She was born to a poor family so her lifestyle is also modest and simple. 5. Don't just throw your garbage indiscriminately, or else you'll make your surrounding aimlessly another Smokey Mountain.			graduates who are still __employed. 5. I left my bag in the __cycle.
J. Additional activities for application or remediation	Cut news article from newspaper, paste it in a coupon bond then write at least 3-5 paragraphs reactions about it.	Copy a 2-3 paragraphs article then underline three words from it. Give the meaning of the words base from its function in the paragraph.	Find famous lines of popular personality. Be ready to deliver them in the class.	Make a compilation of news stories from recent newspapers. Look for two stories on the following topics: -accident story -current events story -interview story	List down 10 words with prefixes then use it in a sentence.
V. REMARKS					
VI. REFLECTION					
A. No. of learners who earned 80% in the evaluation.					
B. No. of learners who require additional activities for remediation who scored below 80%.					
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?					