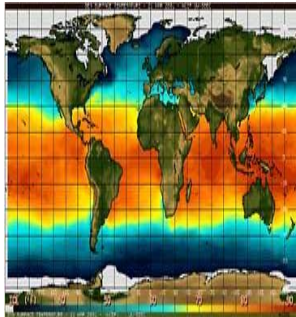


 GRADES 1 to 12 DAILY LESSON LOG	School:	DepEdClub.com	Grade Level:	VI
	Teacher:		Learning Area:	ENGLISH
	Teaching Dates and Time:	APRIL 10 - 14, 2023 (WEEK 9)	Quarter:	3 RD QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
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I. OBJECTIVES					
A. Content Standards	<ul style="list-style-type: none"> Demonstrates understanding of various non-verbal elements in orally communicating information Demonstrates understanding that words are composed of different parts to know that their meaning changes depending in context Demonstrates understanding of verbal and non-verbal elements of communication to respond back Demonstrate understanding of the research process to write a variety of texts Demonstrates understanding that a change in stress entails a change of meaning to evaluate the speaker’s/author’s purpose and meaning 				
B. Performance Standards	<ul style="list-style-type: none"> Orally communicates information, opinions and ideas effectively to different audiences for a variety of purposes Uses strategies to decode correctly the meaning of words in isolation and in context Uses a variety of strategies to provide appropriate feedback Uses a variety of research strategies to effectively write a variety of texts for various audiences and purposes Uses knowledge of stress and intonation of speech to appropriately evaluate the speaker’s intention, purpose and meaning 				
C. Learning Competencies/ Objectives	Oral Language Present a coherent, comprehensive report on differing viewpoints on an issue an issue	Vocabulary Attitude Infer meaning of content of specific terms using -context clues -affixes and roots -other strategies Show tactfulness when communicating with others	Study Strategies/Research Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others.	Fluency Observe accuracy, appropriate rate and proper expressions in dialogs	
Write the LC code for each	EN6OL-IIIi-1.19	EN6V-IIIi12.4.1.3 ENgV-IIIi-12.4.2.3 EN6A-IIIi-17	EN6SS-IIIi-4	EN6F-III-3.6	
II. CONTENT (Subject Matter)	Reporting viewpoints on an issue (Global Warming)	Inferring meaning using Antonyms, and Synonyms	Organizing information from secondary sources -writing an announcement	Observing accuracy, appropriate rate and proper expressions in dialogs.	Creative writing (Dialog)
III. LEARNING RESOURCES					
A. References					
1.Teacher’s Guide/Pages	Curriculum Guide pp 94-95				
2.Learner’s Materials Pages					
3.Textbook Pages					

4.Additional Materials from Learning Resource(LR)portal	http://hdgc.epp.cmu.edu/teachersguide/teachersguide.htm#lesson GLOBAL WARMING/ CLIMATE CHANGE		Interactive Skillbook in English 6 pp 47-49	Google search																																											
B. Other Learning Resources	Picture, Short Film	Chart, worksheet	announcement	dialog	Picture dialog																																										
III. PROCEDURES																																															
A. Reviewing previous lesson or presenting new lesson	<p>Show the picture of how warm is the globe.</p> <p>Ask pupils interpret the picture base on how they understand it.</p> <div><p>(this map is taken from google, it clearly shows us how warm is our mother earth, the orange color represents the heat we absorb.)</p></div>	<p>How will you give a viewpoint on a certain issue?</p> <p>Sentence 1- State first viewpoint Sentence 2- Discuss first viewpoint Sentence 3- Reason why you agree or disagree with viewpoint Sentence 4- Example to support your view</p>	<p>Who can recall the meaning of an antonym and a synonym?</p> <p>Can someone give me an example/s?</p>	<p>What are the basic information needed in writing an announcement? Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more</p>	<p>How do we write a dialog</p>																																										
B. Establishing a purpose for the lesson	<p>Class how is our weather today?</p> <p>(answers may vary depending on the weather)</p>	<p>Think Pair Share</p> <p>Each pair will be given this activity sheet to work on, follow instruction</p> <p>First three pairs will report on their work/activity.</p> <div><p>Same and Opposite</p><p>Write a synonym and an antonym for each word. Use the words from the word box.</p><table><tr><td>laugh</td><td>false</td><td>difficult</td><td>moist</td></tr><tr><td>ill</td><td>different</td><td>healthy</td><td>full</td></tr><tr><td>easy</td><td>cowardly</td><td>sob</td><td>factual</td></tr><tr><td>similar</td><td>dry</td><td>famished</td><td>daring</td></tr><tr><td>construct</td><td>rich</td><td>destroy</td><td>poor</td></tr></table><div><table><tr><th>SYNONYM</th><th>ANTONYM</th></tr><tr><td>true</td><td>_____</td></tr><tr><td>damp</td><td>_____</td></tr><tr><td>cry</td><td>_____</td></tr><tr><td>alike</td><td>_____</td></tr><tr><td>build</td><td>_____</td></tr><tr><td>hard</td><td>_____</td></tr><tr><td>sick</td><td>_____</td></tr><tr><td>wealthy</td><td>_____</td></tr><tr><td>hungry</td><td>_____</td></tr><tr><td>brave</td><td>_____</td></tr></table></div></div>	laugh	false	difficult	moist	ill	different	healthy	full	easy	cowardly	sob	factual	similar	dry	famished	daring	construct	rich	destroy	poor	SYNONYM	ANTONYM	true	_____	damp	_____	cry	_____	alike	_____	build	_____	hard	_____	sick	_____	wealthy	_____	hungry	_____	brave	_____	<p>What upcoming activities do you have in your school? Who emerged as winners in the recently concluded sports intramurals? Are there contests in your school where you can participate in?</p>	<p>Listen to a dialog, with proper intonation...</p> <p>(Refer to basic speech for you and me audio tape or YouTube)</p> <p>What can you say about the conversation? Are they pronouncing words clearly and audible?</p>	<p>Recall the selection about Climate change.</p>
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<p>C. Presenting examples/ instances of the new lesson</p>	<p>Film showing about global warming (please refer to YouTube)</p> <p>1. What can you say about the film? 2. Can we do something about it? 3. Who are the great contributors of these phenomena?</p>	<p>Read the passage</p> <p>The Earth's climate is changing, and people's activities are the main cause.</p>  <p>Our world is always changing. Look out your window long enough, and you might see the weather change. Look even longer, and you'll see the seasons change. The Earth's climate is changing, too, but in ways that you can't easily see.</p> <p>The Earth is getting warmer because people are adding heat-trapping gases to the atmosphere, mainly by burning fossil fuels. These gases are called greenhouse gases. Warmer temperatures are causing other changes around the world, such as melting glaciers and stronger storms.</p> <p>These changes are happening because the Earth's air, water, and land are all linked to the climate. The Earth's climate has changed before, but this time is different. People are causing these changes, which are bigger and happening faster than any climate changes that modern society has ever</p> <p>Comprehension Check Up</p>	<p>Present an example of an announcement:</p> <div data-bbox="1492 180 1734 656"><p>COME AND JOIN! What: A Flower Arrangement Seminar Who: Interested Grades V and VI pupils Where: Home Economics Room When: Friday, November 10; 2:30 PM</p></div>	<p>Have a copy of this dialog on the board</p> <div data-bbox="1886 185 2145 823"><p>A Classroom Example of Mathematical Discourse</p><p>Teacher: In a fraction, what does the denominator—the bottom number—tell us?</p><p>Julie: The total number of parts or sections.</p><p>Teacher: [To the class] Using thumbs up or thumbs down, show us if you agree with Julie.</p><p>[After observing the responses] Some of you disagree. Would someone explain why? Okay, James, please explain.</p><p>James: She said the denominator tells the total number of parts, but all the parts have to be the same size.</p><p>Teacher: Thank you, James. Can someone else say that differently?</p><p>Nicole: They have to be the same.</p><p>Teacher: Can you say that again using some of the math words we've been learning?</p><p>Nicole: The bottom number, I mean, the denominator tells us the total number of equal-sized parts.</p><p>Teacher: Thank you, Nicole.</p></div> <p>Discuss the dialog after the pupils read it clearly.</p>	<p>Ask pupils to write a dialog about climate change.</p>
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<p>D. Discussing new concepts and practicing new skills #1</p>	<p>Ask the pupils to read the passage carefully and analyze after.</p> <p>Scorching summers... Melting glaciers... Stronger storms... The signs of global climate change are all around us.</p>  <p>Source: NASA/courtesy of nasaimages.org.</p> <p>The Earth's climate is getting warmer, and the signs are everywhere. Rain patterns are changing, sea level is rising, and snow and ice are melting sooner in the spring. As global temperatures continue to rise, we'll see more changes in our climate and our environment. These changes will affect people, animals, and ecosystems in many ways.</p> <p>Less rain can mean less water for some places, while too much rain can cause terrible flooding. More hot days can dry up crops and make people</p>	<p>Use this chart for discussion</p> <div><p>SYNONYM & ANTONYM PRACTICE</p><p>Directions: Look at the word in the middle column and then think of a synonym and an antonym to match that word. The first one has been done for you as an example.</p><table><thead><tr><th>SYNONYM</th><th></th><th>ANTONYM</th></tr></thead><tbody><tr><td>start</td><td>begin</td><td>end</td></tr><tr><td></td><td>finish</td><td></td></tr><tr><td></td><td>glad</td><td></td></tr><tr><td></td><td>shout</td><td></td></tr><tr><td></td><td>unkind</td><td></td></tr><tr><td></td><td>tiny</td><td></td></tr><tr><td></td><td>near</td><td></td></tr><tr><td></td><td>purchase</td><td></td></tr></tbody></table></div> <p>Synonyms are words that have the same or very similar meaning. All words can have a synonym. Nouns, verbs, adjectives, adverbs and prepositions can have a synonym as long as both words are the same part of speech.</p> <p>Antonyms are words that have opposite meanings. For example, the antonym of long is short. Often words will have more than one antonym but as with synonyms it depends on the context. For instance, the word warm could have the antonym cool or chilly. In order to choose the correct antonym, you have to look at all the meanings and how the word is used. Cool can mean stylish as well as chilly so the word cool may not be the best choice.</p>	SYNONYM		ANTONYM	start	begin	end		finish			glad			shout			unkind			tiny			near			purchase		<p>Comprehension Check-up</p> <ol style="list-style-type: none">1. What is the announcement about?2. Who are being invited to join the activity?3. Where is the venue of the activity?4. When will the activity held? <p>If you want to ask for more information about the seminar, who will you look for?</p>	<p>Comprehension check up:</p> <p>What is the dialog all about?</p> <p>How should we pronounce the words in reading a certain dialog?</p> <p>If a statement is in question form how do we utter the statement?</p>	<p>Check the dialog using rubrics</p> <table><thead><tr><th colspan="2">COMMUNICATION RUBRIC</th></tr></thead><tbody><tr><td>2 ½</td><td>You do not seem to understand, and...<ul style="list-style-type: none">• No response given. Respond in English</td></tr><tr><td>3</td><td>You seem to understand, and...<ul style="list-style-type: none">• can respond with one word answers.</td></tr><tr><td>3 ½</td><td>You seem to understand and respond...<ul style="list-style-type: none">• but answer incorrectly.• with lots of guidance and support.• in broken speech or w/English interfer</td></tr><tr><td>4</td><td>You understand and respond...<ul style="list-style-type: none">• appropriately, but minimally.• with some hesitation, but clearly.• with some repetition/guidance.</td></tr><tr><td>4 ½</td><td>You understand fully and respond...<ul style="list-style-type: none">• appropriately and sufficiently.• and correct yourself when you speak.</td></tr><tr><td>5</td><td>You understand fully and...<ul style="list-style-type: none">• respond appropriately.• are able to correct yourself as you spe• elaborate and extend with your respon</td></tr></tbody></table>	COMMUNICATION RUBRIC		2 ½	You do not seem to understand, and... <ul style="list-style-type: none">• No response given. Respond in English	3	You seem to understand, and... <ul style="list-style-type: none">• can respond with one word answers.	3 ½	You seem to understand and respond... <ul style="list-style-type: none">• but answer incorrectly.• with lots of guidance and support.• in broken speech or w/English interfer	4	You understand and respond... <ul style="list-style-type: none">• appropriately, but minimally.• with some hesitation, but clearly.• with some repetition/guidance.	4 ½	You understand fully and respond... <ul style="list-style-type: none">• appropriately and sufficiently.• and correct yourself when you speak.	5	You understand fully and... <ul style="list-style-type: none">• respond appropriately.• are able to correct yourself as you spe• elaborate and extend with your respon
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	and animals sick. In some places, people will struggle to cope with a changing environment. In other places, people may be able to successfully prepare for these changes. The negative impacts of global climate change will be less severe overall if people reduce the amount of greenhouse gases we're putting into the atmosphere and worse if we continue producing these gases at current or faster rates.				
E. Discussing new concepts and practicing new skills #2	<p>Work by pairs</p> <p>Give their own, viewpoints about the selection/issue they read.</p> <p>Have their written report ready.</p>	<p>From the Selection read, look for words with antonyms and synonyms.</p> <p>List down your answers on a piece of paper</p>	<p>The following announcements lack information that will make the readers confused. Identify the missing information and rewrite the announcement.</p> <div><p>COME AND EXPERIENCE WHAT LIFE IS UNDER THE SEA</p><p>What: Play: The Little Mermaid</p><p>Who: All interested pupils</p><p>Where: School Auditorium</p><p>Ticket Price: Php 20.00/head</p></div> <p>What information?</p>	<p>Ask someone to read the dialog, with proper guidance.</p> <div><p>Ali Hello, how are you?</p><p>Badra What did you say?</p><p>Ali Weren't you listening? I said 'How are you?'</p><p>Badra I'm ok, what about you?</p><p>Ali Pretty good. Where are you going?</p><p>Badra Ahhh, that's my secret! Why do you want to know?</p><p>Ali I'm noseyl Can I come with you?</p><p>Badra Are you crazy?!</p></div> <p>Discuss</p>	<p>Ask pupils to deliver their conversation/dialog properly</p>

F. Developing Mastery (Lead to Formative Assessment)	<p>Ask some pairs of pupils to report their outputs while some of the pupils are ask to jot down important points.</p> <p>(observe politeness at all times)</p>	<div><p>Synonyms and Antonyms</p><p>Write the correct synonym and antonym from the group below to match the words on the chart.</p><div><div>reckless alike depart careful ill sob exhausted simple energetic difficult arrive well opposite laugh</div><div><div>Synonym</div><div>Antonym</div></div><table><tr><td>leave</td><td></td><td></td></tr><tr><td>sick</td><td></td><td></td></tr><tr><td>similar</td><td></td><td></td></tr><tr><td>cry</td><td></td><td></td></tr><tr><td>cautious</td><td></td><td></td></tr><tr><td>tired</td><td></td><td></td></tr><tr><td>easy</td><td></td><td></td></tr></table></div></div>	leave			sick			similar			cry			cautious			tired			easy			<p>Group Activity</p> <p>Group the pupils into 5 groups then let them do their own announcement based from the following events.</p> <p>Group 1 – Spelling Bee Contest</p> <p>Group 2 – PTA general meeting</p> <p>Group 3- Boy Scouts Investiture</p> <p>Group 4- Poster Making Contest</p> <p>Group 5- Science Quiz Bee</p>	<p>Ask the pupils to work with a partner and write their own dialog about their morning activity/ies</p> <div><table><tr><th colspan="2">COMMUNICATION RUBRIC</th></tr><tr><td>2 1/2</td><td>You do not seem to understand, and... • No response given. Respond in English.</td></tr><tr><td>3</td><td>You seem to understand, and... • can respond with one word answers.</td></tr><tr><td>3 1/2</td><td>You seem to understand and respond... • but answer incorrectly. • with lots of guidance and support. • in broken speech or w/English interference.</td></tr><tr><td>4</td><td>You understand and respond... • appropriately, but minimally. • with some hesitation, but clearly. • with some repetition/guidance.</td></tr><tr><td>4 1/2</td><td>You understand fully and respond... • appropriately and sufficiently. • and correct yourself when you speak.</td></tr><tr><td>5</td><td>You understand fully and... • respond appropriately. • are able to correct yourself as you speak. • elaborate and extend with your response.</td></tr></table></div>	COMMUNICATION RUBRIC		2 1/2	You do not seem to understand, and... • No response given. Respond in English.	3	You seem to understand, and... • can respond with one word answers.	3 1/2	You seem to understand and respond... • but answer incorrectly. • with lots of guidance and support. • in broken speech or w/English interference.	4	You understand and respond... • appropriately, but minimally. • with some hesitation, but clearly. • with some repetition/guidance.	4 1/2	You understand fully and respond... • appropriately and sufficiently. • and correct yourself when you speak.	5	You understand fully and... • respond appropriately. • are able to correct yourself as you speak. • elaborate and extend with your response.	<p>Choose the correct word from the box to complete the dialog.</p> <p>A: Do you know if the library is open on _____?</p> <p>B: Yes, _____ or No, I _____ think so</p> <p>A: What time will it be open?</p> <p>B: _____ open from _____.</p> <div><table><tr><td>Don't</td><td>Monday</td></tr><tr><td>Do</td><td>It will be</td></tr><tr><td>10 am</td><td>5pm</td></tr></table></div>	Don't	Monday	Do	It will be	10 am	5pm
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G. Finding practical application of concepts and skills in daily living.	<p>1 What have you learn from the selection you have read?</p> <p>2. Who are the most affected with these changes?</p> <p>3. As a student how can we contribute to lessen the effect of these changes?</p>	<p>Synonyms</p> <p>Adjectives: beautiful, lovely, gorgeous, stunning, striking</p> <p>Nouns: House, home, dwelling, residence, abode, quarters</p> <p>Verbs: jump, bound, leap, hop, skip</p> <p>Prepositions: in, inside, within</p> <p>Antonyms:</p> <p>Happy – sad</p> <p>Healthy – sick</p> <p>Smart – stupid</p> <p>From the list given, choose a pair of words from synonyms and antonyms and write a sentence.</p>	<p>What is the importance of an announcement?</p>	<p>Choose three pairs to report on their dialog note proper intonations and stresses in the words uttered.</p>	<div></div> <p>Suppose you are salesman/saleslady, how will you start a dialog with this man?</p>																																									
H. Making Generalizations and Abstraction about the Lesson	<p>How will you give a viewpoint on a certain issue?</p> <p>Sentence 1- State first viewpoint</p> <p>Sentence 2- Discuss first viewpoint</p> <p>Sentence 3- Reason why you agree or disagree with viewpoint</p> <p>Sentence 4- Example to support your view</p>	<p>What is a synonym?</p> <p>A synonym is a word that means exactly the same as, or very nearly the same as, another word in the same language</p> <p>What is an antonym?</p>	<p>An announcement tells about or announces something that is going to happen or that has happened. It answers the question who, what, where, when, and in some cases, why. What - refers to the activity</p> <p>Who – refers to the person involved in the activity</p>	<p>Can someone complete the sentence?</p> <p>A dialog is _____</p> <p>A dialog is an exchange of ideas or opinions on a _____</p>	<p>How are you going to observe accuracy, appropriateness and proper expressions in dialog?</p>																																									

		An antonym is a word that means the opposite of another word. For example "bad" is an antonym of "good".	Where – refers to the venue or location of the activity When – refers to the date when the activity be held Why – refers to reason for holding such activity	particular issue, especially a political or religious issue, with a view to reaching an amicable agreement or settlement.	
I. Evaluating Learning	<p>To what extent do you agree or disagree on the issue about Global warming or Climate change?</p> <p>Discuss the advantages and disadvantages and give your own opinion. (Global warming or Climate change.</p>	Write your viewpoints on Global warming or Climate change use Antonyms and Synonyms in giving your viewpoints.	Write an announcement for a school event you expect to have like field trip, a contest, a theater presentation, a sports activity and others. Remember to include all the necessary information in your announcement. You may add drawings or illustrations to make your announcement more attractive and appealing.	<p>Complete the given conversation.</p> <p>Annie is at her friend Karan’s party. Rohan comes to introduce himself.</p> <p>Rohan: Hi, I’m Rohan. I’m a friend of Karan. Annie: Oh, _____ Karan has told me a lot about you.</p> <p>Rohan: You work with him, don’t you?</p> <p>_____?</p> <p>Annie: I’m a nurse. _____?</p> <p>Rohan: I work at a bank.</p> <p>Annie: _____?</p> <p>Rohan: I’m from Chennai.</p> <p>Suggested solution</p> <p>Annie is at her friend Karan’s party. Rohan comes to introduce himself.</p> <p>Rohan: Hi, I’m Rohan. I’m a friend of Karan.</p> <p>Annie: Oh, <u>nice to meet you</u>.</p> <p>Karan has told me a lot about you.</p> <p>Rohan: You work with him, don’t you? <u>What do you do?</u></p> <p>Annie: I’m a nurse. <u>What about you?</u></p> <p>Rohan: I work at a bank.</p> <p>Annie: <u>Where are you from?</u></p> <p>Rohan: I’m from Chennai.</p>	<p>Atan Hello, Dinah. Did you have a good trip ?</p> <p>Dinah It was not too bad. In fact I managed to sleep a bit.</p> <p>_____ 1 _____</p> <p>(to express satisfaction)</p> <p>Atan Is that all your luggage ?</p> <p>Dinah Yes. Wait a minute. The small holdall missing.</p> <p>_____ 2 _____</p> <p>(to express dismay) I must have left it at the duty-free shop.</p> <p>Atan _____ 3 _____</p> <p>(to reassure) W can ask the security guard to get it. Which shop was it ?</p> <p>1.</p> <p>To express satisfaction</p> <p>A. It was so quiet.</p> <p>B. The passengers slept.</p> <p>C. The seat was really comfortable.</p> <p>D. It has made me feel rested.</p>

					<div>2.</div> <div>To express dismay</div> <div>A. Oh dear !</div> <div>B. What a nuisance !</div> <div>C. Where could it be ?</div> <div>D. I remember now.</div> <div>3.</div> <div>To reassure</div> <div>A. Don't cry.</div> <div>B. Don't worry.</div> <div>C. Are you sure ?</div> <div>D. We'll look for it.</div>
J. Additional Activities for Application or Remediation	Draw a globe showing the effects of global warming or climate change.	<div>Give each pupils a copy of these activity sheet and ask them to answer in silence.</div> <div><div>Name: _____</div><div><div>Synonyms & Antonyms</div><div><div><div>Synonyms are words that have almost the same meaning. Example: big—large</div><div>Antonyms are words that have opposite meanings. Example: open—closed</div></div><div>Directions: Look at the 2 words and decide if they are synonyms or antonyms. Write the correct answer on the line.</div><div><div><div>1. accept, refuse</div><div>2. blend, combine</div><div>3. dare, challenge</div><div>4. borrow, lend</div><div>5. succeed, fail</div><div>6. innocent, guilty</div><div>7. argument, dispute</div><div>8. observe, notice</div><div>9. permanent, temporary</div><div>10. offer, proposal</div><div>11. simple, complicated</div><div>12. lucky, fortunate</div><div>13. impatient, anxious</div><div>14. poverty, wealth</div><div>15. majority, minority</div><div>16. estimate, guess</div><div>17. join, separate</div><div>18. increase, decrease</div></div></div></div></div></div>	Cut announcement from the news paper. List down all the information in paragraph form.	Write a short dialog about your morning activity	<div>Group the class with members and ask them write a dialog about t picture.</div> <div></div>
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?					