

School:	DepEdClub.com	Grade Level:	VI
Teacher:		Learning Area:	ENGLISH
Teaching Dates and			
Time:	APRIL 17 - 21, 2023 (WEEK 10)	Quarter:	3 <sup>rd</sup> QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY					
I. OBJECTIVES					<u> </u>					
A. Content Standards	The learner listens critically; comm of life's purposes.	ne learner listens critically; communicates feelings and ideas orally and in writing with a high level of proficiency; and reads various text types materials to serve learning needs in meeting a wide range if life's purposes.								
B. Performance Standards	OL- (Oral Language) The learners demonstrate understate communicating information The learners prepare for and partic conversations and collaboration wideas and expressing their own cle	ith diverse partners, building on others' arly and persuasively	V (Vocabulary Development) -The Learners demonstrate understate different parts to know that their metable arners use strategies to decodisolation and in context context clues -affixes and roots -other strategies	raning changes depending in context le correctly the meaning of words in	F – (Oral Fluency)  -The learners demonstrate understanding that a change in stress entails a change of meaning to evaluate the speaker's/ author's purpose and meaning -The learners use knowledge of stress and intonation of speech to appropriately evaluate the speaker's intention, purpose and meaning demonstrates  SS (Study Strategy Research) - The learners understanding of library skills to research a variety of topics -The learners utilize discrete techniques (general or specific) and applies appropriately them to all or most fields of study					
C. Learning Competencies/Objectives	Present a coherent, comprehensiv	e report on differing viewpoints on an issu	Infer meaning of content specific terrocontext clues -affixes and roots -other strategies	ms using	Observe accuracy, appropriate rate and proper expressions in dialogs  Organize information from secondar sources in preparation for writing, reporting and similar academic tasks in collaboration with others					
Write for the LC code for each	EN	6OL-IIIj-1.19	EN6V-	V-IIIj-12.3.3 · IIIj -12.4.1.3 · IIIj -12.4.2.3	EN6F-IIIj-3.5 EN6F-IIIj-3.2 EN6F-IIIj-3.6 EN6SS-IIIj-4					
II. CONTENT	-describe key information of a text -discuss the importance of viewpion	·	Inferring meaning of content -context clues -affixes and roots		Appropriate rate and proper expression in dialogues					

			-other strategies		Organizing information form
W 15450W0 D566:			1		secondary sources in writing
III. LEARNING RESOURCES			_	1	1
A. References		1			
1. Teacher's Guide/Pages					
2. Learner's Materials Pages					
3. Textbook Pages					
4. Additional Materials from Learning	The Three Little Pigs		Passengers Cars	Interactive Skill Book in English 6	Refer to Monday and Tuesday
Resource (LR) portal	http://shortstoriesshort.com/story/th		DepEd-BEAM DLP Module 8 Grade 6	pp, 5-7	reference
	http://www.surlanefairytales.com/th	reepigs/	pp, 97-98		
B. Other Learning Resources	Copy of the short story		Copy of the story		
	The Three Little Pigs		Passengers Cars		
	Short film				
	song				
IV. PROCEDURES		I a	T	T	- H. H. 1955
A. Review previous lesson or	What are the parts/elements of a	Sing a song	Is it always right to judge right away	Original File Submitted and	Recall the different versions of the
presenting the new lesson	Story?	Mile de estad estable bill be decided	without analyzing nor weighing things?	Formatted by DepEd Club	story the three little pigs
	(Character Cetting Diet Clime)	Who's afraid of the big bad wolf?	Why?	Member - visit depedclub.com	A al- manaile to motal the american the an
	(Character, Setting, Plot, Climax,			for more	Ask pupils to retell the version they recall
	Ending)				recaii
					Remind pupils to listen attentively
					and be polite in asking or giving their
					own recollection
B. Establishing a purpose for the lesson	Class look at the pictures, in which	Film Showing	Class look at the picture, do you know	Show this word transformation to	Use venn diagram to differentiate
a parpose for the research	story have you seen these photos?	g	what is it called?	the class	the two stories
	(The Three Little Pigs)	The Three Little Pigs			
	A. C.		(TRAM)	ing	Work with a partner
	A CONTRACTOR OF THE PARTY OF TH				
			Before it	( atio )	er )
			is known		
	* In the second		as bus in		
			the USA		
	Picture A is made		and	( Form )	
	of what kind of		popular to all commuters.		
	material/s?		This is popular in the USA (United States		
	Picture B is made of		of America)		
	what kind of			(tran) (re	e )
	material/s?			S	
	B. Picture C is made		Unlocking of Difficulties	( in )	
	of what kind of		Guess the word use the alive		
	material/s?		Guess the word use the clue		
	Can you summarize in one sentence		_ a z a _ d - danger		
	the story according to your own		_aza_d - danger		
	understanding?		e_ong_ate lengthened		
			e_ong_ate lengthened		
	Unlocking of Difficulties				
	1	L		ļ	

	Give the meaning of each underlined words by the clues given within the sentence.  1. He chased the two pigs and they ran and hid in their houses  2. The frightened little pigs ran to the third pig's house made of bricks because they were terrified.  3. The pigs were tender juicy meals for the fox because he thinks of them as sumptuous meal.				
C. Presenting examples/instances of the new lesson	(Standard in Oral Reading must be observed)  Present the story.  The Three Little Pigs  Once upon a time there were three little pigs. One pig built a house of straw while the second pig built his house with sticks. They built their houses very quickly and then sang and danced all day because they were lazy. The third little pig worked hard all day and built his house with bricks.  A big bad wolf saw the two little pigs while they danced and played and thought, "What juicy tender meals they will make!" He chased the two pigs and they ran and hid in their houses. The big bad wolf went to the first house and huffed and puffed and blew the house down in minutes. The frightened little pig ran to the second pig's house that was made of sticks. The big bad wolf now came to this house and huffed and puffed and blew the house down in hardly any time. Now, the two little pigs were	Once upon a time when pigs spoke rhyme And monkeys chewed tobacco, And hens took snuff to make them tough. And ducks went quack, quack, quack, O!  THERE was an old sow with three little pigs, and as she had not enough to keep them, she sent them out to seek their fortune. The first that went off met a man with a bundle of straw, and said to him:  'Please, man, give me that straw to build a house.'  Which the man did, and the little pig built a house with it. Presently came along a wolf, and knocked at the door, and said:  'Little pig, little pig, let me come in. To which the pig answered:  'No, no, by the hair of my chiny chin chin. The wolf then answered to that:	Passengers Cars  Early railroad passenger cars were little more than stagecoaches fitted with special wheels to help them stay on the tracks. They didn't hold many passengers, and because they made out, they were fire harzards. They also did not hold up very well if the train came off the track or had a collision with another train.  In the United States, it wasn't long before passenger cars were lengthened to hold more people. Late in the 1830s. Americans were riding elongated cars with double seats on either side of a center asile. By the early 1900s, most cars were made of metal instead of wood.  Sleeping and dining cars were introduced in the United States by the early 1860s. Over the next 25 years other improvements were made, including electric lighting, steam heat and covered vestibules that allowed passengers to walk between cars. All of these luxuries helped make railroad	Analysis and Discussion  What are affixes?  An affix is added to the root of the word to change its meaning.  An Affix added to the front of a word is known as a prefix. One added to the back is known as a suffix.  PREFIX  The first man looks very friendly! I think it would be nice to spend time with him.  The second man looks unfriendly. I don't think it would be much fun to spend time with him!  We can see in the second sentence that we added the prefix "un-" to the word "friendly." This prefix "un-" means "not" or "the opposite of."  Here are more examples with the prefix "un-":	Discuss briefly the stories with the class  After the discussion pupils will be grouped and will be asked to write a script of the story that later on will be role played giving their own version according to their judgement.

terrified and ran to the third pig's house that was made of bricks.

The big bad wolf tried to huff and puff and blow the house down, but he could not. He kept trying for hours but the house was very strong and the little pigs were safe inside. He tried to enter through the chimney but the third little pig boiled a big pot of water and kept it below the chimney. The wolf fell into it and died.

The two little pigs now felt sorry for having been so lazy. They too built their houses with bricks and lived happily ever after.

Keyword Clouds: three little pigs and the big bad wolf, three little pigs illustrations, 3 pigs and a wolf, three little pigs sequencing, three little pigs online, three little pigs original story, 3 little pigs short story

'Then I'll huff, and I'll puff, and I'll blow your house in.

So he huffed, and he puffed, and he blew his house in, and ate up the little pig.

The second little pig met a man with <u>a</u> <u>bundle of furze</u> and said:

'Please, man, give me that furze to build a house.'

Which the man did, and the pig built his house. Then along came the wolf, and said:

'Little pig, little pig, let me come in.'

'No, no, by the hair of my chiny chin chin.'

"Then I'll huff, and I'll puff, and I'll blow your house in.'

So he huffed, and he puffed, and he puffed, and he huffed, and at last he blew the house down, and he ate up the little pig.

The third little pig met a man with <u>a</u> load of bricks, and said:

'Please, man, give me those bricks to build a house with.'

So the man gave him the bricks, and he built his house with them. So the wolf came, as he did to the other little pigs, and said:

'Little pig, little pig, let me come in.'

travel much more comfortable.

- happy ----> <u>un</u>happy
- finished ----> unfinished
- believable
  - ----> <u>un</u>believable
- acceptable
  - ----> <u>un</u>acceptable

## SUFFIX

The couple is getting married because they **love** each other very much.

That teddy bear is so cute and **lovable**!

We can see in the second sentence that we added the suffix "-able" to the word "love." This suffix "-able" means "capable of being" or "able to be."

So, the word **lovable** means something is <u>able to be loved</u>, or it makes you feel love for it.

Here are more examples with the suffix "-able" or "-ible" (depending on the root word):

- present ----> present<u>able</u>
- comfort ----> comfortable
- depend ----> dependable
- reach ----> reachable

'No, no, by the hair of my chiny chin
chin.'
'Then I'll huff, and I'll puff, and I'll
blow your house in.'
Well, he huffed, and he puffed, and he
huffed and he puffed, and he puffed
and huffed; but he could not get the
house down. When he found that he
could not, with all his huffing and
puffing, blow the house down, he said:
Said.
<u>'Little pig, I know where there is a nice</u>
field of turnips.
'Where?' said the little pig.
'Oh, in Mr Smith's Home-field, and if
you will be ready tomorrow morning I
will call for you, and we will go together, and get some for dinner.'
together, and get some for uniner.
'Very well,' said the little pig, 'I will be
ready. What time do you mean to go?'
'Oh, at six o'clock.'
Well, the little pig got up at five, and got the turnips before the wolf came
(which he did about six), who said:
(which he did about six),s sales
'Little pig, are you ready?'
The little pig said: 'Ready! I have been
and come back again, and got a nice
potful for dinner.
The wolf felt very angry at this, but
thought that he would be up to the
little pig somehow or other, so he
said:

'Little pig, I know where there is a
nice apple tree.
'Where?' said the pig.
where: said the pig.
'Down at Merry-garden,' replied the
wolf, 'and if you will not deceive me I
will come for you at five o'clock
tomorrow. and get some apples.'
Well, the little pig bustled up the next
morning at four o'clock, and went off
for the apples, hoping to get back
before the wolf came; but he had
further to go, and had to climb the
tree, so that just as he was coming
down from it, he saw the wolf coming,
which, as you may suppose,
frightened him very much. When the
wolf came up he said:
'Little pig, what! are you here before
me? Are they nice apples?'
'Yes, very,' said the little pig. 'I will
throw you down one.'
And he shows the few sheets while sheet
And he threw it so far, that, while the
wolf was gone to pick it up, the little
pig jumped down and ran home. The
next day the wolf came again, and
said to the little pig:
'Little pig, there is a fair
at <u>Shanklin this afternoon</u> , will you
go?'
'Oh yes,' said the pig, 'I will go; what
time shall you be ready?'
unic shan you be ready:
'At three,' said the wolf. So the little
pig went off before the time as usual,
and got to the fair, and bought <u>a</u>
butter-churn, which he was going
home with, when he saw the wolf
coming. Then he could not tell what to

do. So the got into the church to hids, and by a colong turned it could, and the count and it could not to the pig of the church of the pig of the church of the pig of the church of the church of the pig of the church of the c						
rolled down the full with the pile in it, which rightered the very los manth, that he can home without pile ig to the fact that he can home without pile ig to the fact the went to the full pile house, and full dark host finitiated it is held stammed over the full can host finitiated it is held stammed over the full can host finitiated it is held to the fact and bought a butter churry, and when is saw you. I get into it, and ordined shows the half.  Then the wolf was very angry indeed, and declared he would eat up the full can be entirely and declared he would eat up the full can be entirely and declared he would eat up the full can be entirely and declared he would eat up the full can be entirely and declared he would eat up the full can be entirely and declared he would eat up the full can be entirely and declared he would eat up the full can be entirely and the work should, he hair on the poll full of week, and made up a blasmit fire, and, just as the wolf was coming down, took of the cover, and in left the work; so he tilbst pile production to the special of the story appeared it.  Note about this version: Joseph is access reference of each the story appeared it. Hallword, James Orchard, Ropular the story?  What is the most exciting part of the story tappear? What is the most exciting part of the story tappear? What is the most exciting part of the story? What can be characters of the story? What can be characters of the story? What is the most exciting part of the story? What is the most exciting part of the story? What is the most exciting part of the story tappear? What is the most exciting part of the story? What is the most exciting part of the story? What is the most exciting part of the story? What is the most exciting part of the story tappear? What is the most exciting part of the story tappear? What is the most exciting part of the story tappear? What is the most exciting part of the story tappear? What is the most exciting part of the story? What is the most exciting part of the story tappear? Wha						
which frightened the wolf so much, that he ran home without going to the fair. He worst to the little pig's house, and you have have goest to a great to seed thing within concernance for the little pig's house, and you have have goest to a great to seed thing within concernance for the little pig sald.  18th, I frightened you, then, I had been to the fair and bought a botter-churn, and where I sawyou, I got into it, and rolled down the hill.  18th, I frightened you, then, I had been to the fair and bought a botter-churn, and where I sawyou, I got into it, and rolled down the hill.  18th, I frightened you have have a seval garty indeed, and declared he would eat up the little pig saw what he was shoul, he hing on the port in fill where, and made was coming down, took off the cover, and in fell she will be the little pig sow what he was shoul, he hing on the port in fill where, and made was coming down, took off the cover, and in fell she will be the little pig sow what he was shoul, he hing on the port in fill where, and made was coming down, took off the cover, and in fell she will be the little pig put on the cover again in an instant, boiled him up, and sate him for supper, and lized hamp; ever afterwards, boiled him up, and sate him for supper, and lized hamp; ever afterwards, boiled him up, and sate him for supper, and lized hamp; ever afterwards, boiled him up, and sate him for supper, and lized hamp; ever afterwards, boiled him up, and sate him for supper, and lized hamp; ever afterwards, boiled him to part and send the story?  Where did the story happen?  What is no work to be able for his edition. The story appared rick the big and work to build their be, story?  Where did the story happen?  What is no you say about the Time filts will be story?  Where did the story happen?  What is no you say about the Time the big was down the thing and the mird Pig.  How you luight the wolf is he raily!  Why couldn't the wolf lized pig shouce?  Why couldn't the wolf lized pig shouce?  Why couldn't the wolf lized pig						
that he wan to the filter pip's house, and gold limit how finithered he had been so a sent count of the pip's limit he wan to the filter pip's and so and the world had been to the filt and bought a butter-churry, and when I saw you. I got into it, and rolled down the hill."  Then the world was very angry indeed, and declared he would set up the little pip, and the he would set up the little pip, and the he would set up the little pip, and the he would set up the little pip, and the he would set up the little pip, and the he would set up the little pip, and the he would set up the little pip, and the he would set up the little pip, and the he would set up the little pip, and the he would set up the little pip, and the he would set up the little pip. And the he would set up the little pip. And the he would set up the little pip. And the he would set up the little pip. And the he would set up the little pip. And the			rolled down the hill with the pig in it,			
fair the went to the filtre pig's house, and gold bill mis one pitiglizement the nat been by a great round filtre within care factor, the filtre pig said:  "Hat, if rightened you, then, I had been to the first and bought a logic into it, and rolled down the hill."  Then the wolf was very angry indeed, and declared the would are turn the fittle pig saw what he was about, he hung on the port and declared he would are turn the fittle pig saw what he was about, he hung on the port and in what he was about, he hung on the port and in what he was about, he hung and first the wolf was very angry indeed, and declared he would are turn the fittle pig saw what he was about, he hung on the port and in wetter, and made up a bearing fair, and, just as the wolf was very angry indeed, and feel the wolf, so the fittle pig yar what he was about, he hung on the port and in settle missing the same of the first pirit versions of the fair of his first pirit versions of the fair for supper, and loged happy ever afterwards.  Note about this version; lossph lacebs referenced one of the first pirit versions of the fair for his edition. The down appeared the versions of the fair for his edition. The story?  **On Discussing new concepts and practicing new skills #1  **D. Discussing new concepts and practicing new skills #1  **D. Discussing new concepts and practicing new skills #1  **D. Discussing new concepts and practicing new skills #1  **D. Discussing new concepts and practicing new skills #1  **D. Discussing new concepts and practicing new skills #1  **D. Discussing new concepts and practicing new skills #1  **D. Discussing new concepts and practicing new skills #1  **D. Discussing new concepts and practicing new skills #1  **D. Discussing new concepts and practicing new skills #1  **D. Discussing new concepts and practicing new skills #1  **D. Discussing new concepts and practicing new skills #1  **D. Discussing new concepts and practicing new skills #1  **D. Discussing new concepts and practicing new skills #1  **D. D. Discussing			which frightened the wolf so much,			
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been by a great round think which came down the hill bast him. Then the little pig said:  "Itah, I frightened you, then, I had been to the fair and bought a butter-chum, and when I saw you, I got little it and round the chumber of the little pig said:  Then the wolf was very angry indeed, and declared he would eat but pite hittle pig, and that he would get down the title pig, and that he would get down the pig saw what he was about, the lung on the pot full of water, and made up a bearing first pig, saw what he was about, the lung on the pot full of water, and made up a bearing first pig, saw what he was about, the lung on the pot full of water, and made up a bearing first pig, saw what he was about, the lung on the pot full of water, and made up a bearing first pig, saw what he was about, the lung on the pot full of water, and made up a bearing first pig saw what he was about, the lung on the pot full of water, and made up a bearing first pig saw what he was about, the little pig saw what he was about, the little pig saw what he was a first pig saw			fair. He went to the little pig's house,			
Then the wolf was very product the fill past him. Then the little pig said:  "fall, if injerted you, then. I had been to the fair and bought a butter-churn, and when I saw you, I got into it, and rolled down the hill."  Then the wolf was very privated, and declared he would are up the little pig, and that he would get down the bittle pig saw what he was about, he hung on the port full or water, and made up a blams fire, and, just as the wolf was coming down, took off the cover, and in fell the wolf; so the little pig and that he would get down the strip is any what he was about, he hung on the port full or water, and made up a blams fire, and, just as the wolf was coming down, took off the cover, and in fell the wolf; so the little pig and the little pig and the hind for supper, and load shape we afterwards.  Note about this version: Joseph Jacobs referenced one of the first pint, versions of the table of his edition. The story appeared in: Hillwell, James Orthard, Popular Rilymes and Wusery Tales. London: John Russell Smith, 1,869  Why are the characters of the shape of the story?  What is the most exciting part of the story?  What is the most exciting			and told him how frightened he had			
the little pig said:    'Hah, I frightened you, then. I had been to the fair and bought a butter-churn, and when I saw you, I got into it, and rolled down the hill.'    Then the wolf was very angry indeed, and declared he would eat up the little pig, and fair that he would get down the chimney after him. When the little pig saw what he was shout, he hung on the pot full of water, and made up the little pig saw what he was shout, he hung on the pot full of water, and made up a bearing in an initially, belied him up, and are him for supper, and lived happor year after words.    Note about this version: Joseph Jacobs referenced one of the first print versions of the tale for his edition. The story appeared in:						
the little pig said:    'Hah, I frightened you, then. I had been to the fair and bought a butter-churn, and when I saw you, I got into it, and rolled down the hill.'    Then the wolf was very angry indeed, and declared he would eat up the little pig, and fair that he would get down the chimney after him. When the little pig saw what he was shout, he hung on the pot full of water, and made up the little pig saw what he was shout, he hung on the pot full of water, and made up a bearing in an initially, belied him up, and are him for supper, and lived happor year after words.    Note about this version: Joseph Jacobs referenced one of the first print versions of the tale for his edition. The story appeared in:			came down the hill past him. Then			
'fsh, if rightened you, then. I had been to the fair and bought a butter-churn, and when I saw you, I got into it, and rolled down the hill.'  Then the wolf was very agry indeed, and declared he would set up to the little pig, and that he would get down the nittle pig, and that he would get down the right pin set of the story, and in fell the wolf; so the little pig put on the cover, and in fell the wolf; so the little pig put on the cover, and in fell the wolf; so the little pig put on the cover, and in fell the wolf; so the little pig put on the cover, and in fell the wolf; so the little pig put on the cover, and in fell the wolf; so the little pig put on the cover, and in fell the wolf; so the little pig put on the cover, and in fell the wolf; so the little pig put on the cover, and in fell the wolf; so the little pig put on the cover, and in let the wolf; so the little pig put on the cover, and in let the wolf; so the little pig put on the cover again in an instant, boiled him up, and ate him for supper, and given thange yeer alterwards.  Note about this version: Joseph Jacobs referenced one of the first print versions of the tale for his edition. The story appeared in: Hallwell, James Chrand-Pepular thymes and Nursery Tables, London: John Ruscell Step Chrand-Pepular thymes and Nursery Tables, London: John Ruscell Step Chrand-Pepular thymes and Nursery Tables, London: John Ruscell Step Chrand-Pepular thymes and Nursery Tables, London: Who are the characters of the wolf the wolf blow down the wild little gig choose sticks and straw to build their house? What can you say about the Three little gigs? I set for and second title gig choose sticks and straw to build their house? What can you say about the Three little gigs? I set go, Second Figs and the Third Pig. How you judge the wolf? Is he really to the bid of draft at blown the window shuffling?  Who wo you judge the wolf? Is he really the public pig choose and the pig choose and the public pig straw the bid pig lead on the public pieces and the pig Accorded						
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			hamilk:			
T a bad won?						• • •
,		a bau woii:		temporary replacement for the shutter		J. Construct a meaningrui enung.

E. Discussing new concepts and practicing new skills #2	Investigative work with a partner using venn diagram. Comparing and contrasting select characters of the story.  The Three Little Pigs  Third Pig Wolf	moderator to ask the questions, and a summarizer to summarize the debate.  Using the question previously	until daybreak. As soon as the bank opened, she would encash the <i>draft</i> her mother had sent so she could buy a good window shutter. Then she would <i>draft</i> her friends to help put up the shutter. She would reward her friends with a cold <i>draft</i> of fruit juice.  Let's look at its meaning by studying the context.  (1) draft – a current air (2) draft – a plan (3) draft – a written order for money payable to a bank (4) draft – to select or draw money (5) draft – to drink or something taken in.  • When we use context clues in learning the meaning of a word, we read the words that follow it and then derive its meaning from them or from the context.  Example:  The heavy rain muffles the loud music in the bedroom that's why the baby's sleep remains undisturbed.  • Which word in the sentence means "to deaden the sound of" or "to keep down"? The word muffle means "to keep down."	A.Directions: Choose the correct prefix for the following words using the prefixes in the box. The meaning of the word is given at the right.  ante - before bi - both, double, twice col-; con-; com-; - together with, one with another  1 cedent : happening before	
	The third Both of them The Wolf oig is wise strong Wolf	Using the question previously demonstrated, have the student moderator ask the question and have each character respond.			

	He is calm. They can	Explain to students that they must		4 glottis : a thin plate
	He is furious	"become" the character and answer		of flexible cartilage in front of the
	stand on	the question as the character would.		glottis
	their own	There is no script to read from so		5 pose : to put a
		students should just ad-lib.		musical or literary work together
		,		B.Add the correct suffix to the
		After students answer the question,		underlined item in each sentence.
		give a brief summary of their answers		Write your answer on the
				blank.
		to demonstrate the role of the		1. A person who always acts on
		summarizer.		
				stage is an
		(2)		2. A person who manages a library
		(Observe Politeness at all times)		is a
				3. One that tells lies is a
				4. A worthy student becomes a
				scholar and is granted full
				<del></del> :
				5. A person who climbs mountains
				is a
F. Developing mastery (Leads to	Ask learners to discuss their venn	Pass out a copy of the Three Little Pigs	Context clues analysis and discussion	Put the word in brackets into the
formative assessment)	diagram, Cite their opinions how	Story Map to each learner.		correct form. You will have to use
	bad is the wolf, differentiate the		Give the correct answer for each given	prefixes and/or suffixes.
	three little pigs in their own words.	Explain to the class that they will be	answers	1. He was sitting
		answering the 5 W's about the story		in his seat on
		that you just read.	<ol> <li>Based on the other words in</li> </ol>	the train. (comfort)
			the sentence, what is the	2. There was a
		For each box, they should draw a	correct definition of hazards?	light coming
		picture illustrating the who, what,	a. Engines	from the window. (green)
		where, when, and why of The Three	b. Risks	3. He was acting in a very
		· ·	c. Stations	way. (child)
		Little Pigs	2. Based on the other words in	4. This word is very difficult to spell,
			the sentence, what is the	and even worse, it's
			correct definition of collision?	. (pronounce)
			a. Crash	5. He's lost his book again. I don't
			b. Race	know where he has
			c. Track	it this time.
			3. Based on the other words in	(place)
				6. You shouldn't have done that! It
			the sentence, what is the	
			correct definition of	was very of
			elongated?	you. (think)
			a. wooden	7. He didn't pass his exam. He was
			b. new	for the
			c. lengthened	second time. (succeed)
			4. Base on the words in the sentence,	8. Some of the shanty towns are
			what is the correct definition of	dreadfully
			vestitules?	(crowd)
			a. passageways	

			T .	T	
			b. cars	9. The team that he supported were	
			c. depots	able to win	
			5. Based on the other words in the	the	
			sentence, what is the corrects definition	(champion)	
			of luxuries?	10. There is a very high	
			a. additions	that they will	
			b. things offering the greatest comfort	be late. (likely)	
			c. inventions		
G. Finding practical/applications of	Group Activity:	As students work on their story maps,	<b>Directions:</b> Use the context clues to the	Ask pupils to form new word with	Role playing
concepts and skills in daily living	If you were to choose which kind of	walk around the classroom and look	sentences to find the	affixes (prefix and suffix)	
	house from the three little pigs are	at their worksheets to assess their	meanings of the bold faced words.		Sample rubric: Role play
	you going to build?	understanding of the 5 W's.	1. Jane was a <b>wizard</b> at games. She		
	Justify your answer.		mastered them in no time and		Criteria Level 4 Level 3 Level 2 Level 1
			seldom last.		Accuracy and Point-of-view, Point-of-view, Point-of-view, Point-of-view,
			a. evil-magician		believability arguments, and arguments, and arguments, and arguments, and of role solutions solutions solutions
			b. gifted person		proposed were proposed were proposed were proposed were
	(Show openness to criticism)		c. average player		always realistic usually realistic often realistic rarely realistic
			2. The holiday was so special that she		and consistently and in character and in character and in in character character
			was sure she'd never forget it.		
			The memory would be <b>imprinted</b> forever in her mind.		Clarity of speech Speech is always Speech is usually Speech is often Speech is onely clear and easy clear and easy always clear and clear and easy
			a. found		to understand to understand easy to understand to understand
			b. b.weighed		Expression and Always expresses Usually expresses Often expresses Ranely expresses body language emotion through emotion through emotion through
			c. fixed		body language emotion through emotion through emotion through emotion through
			3. "John will believe anything anyone		voice, facial voice, facial voice, facial voice, facial voice, facial expression, and expression, and expression, and
			tells him," his teacher said.		qestures qestures qestures qestures
			"He's a very <b>impressionable</b> young		Knowledge gained Can dearly Can dearly Can dearly Cannot explain
			man."		explain several explain several explain one way any ways in
			a. easily influenced		ways in which ways in which in which his or 'which his or her his or her his or her her character character "saw"
			b. unhappy		character "saw" draracter "saw" "saw" things things differently
			c. unintelligent		things differently things differently differently than than other
			4. "Do you really think it's <b>prudent</b> to		than other characters than other characters other characters characters
			spend all your money on		and can explain why
			clothes?" his mother asked crossly.		
			a. foolish b. wise c. funny		
			5. "Your plan has merit," Elizabeth's		
			father said. "Let me give it		
			some thought."		
			a. value		
			b. awards		
			c. kindness		
H. Making generalizations and	Why is it important to view the	Activate students' prior knowledge by	A context clue is a clue or hint from the		What are the essential parts of the
abstractions about the lesson	facts before giving judgement?	asking for volunteers to retell the	sentence that helps you to figure out	D for	script?
		story of The Three Little Pigs.	words that you don't know.	Prefix	
			Context clues help you figure out the	A word part added to the	
			meaning of a word by relating it to other	beginning of a word	
			words in the sentence or this simply		
				101	
				Dart lallanda	

			means that we get the meaning of a word by studying its relationship with		
			other words in the sentence. Some clues		
			are		
I. Evaluating learning	Choose one question and, in each	Students are to select one fairy tale	more obvious than the others.  Understanding Context Clues	Complete the sentences by writing	Checking of the scripts
	of the character columns, record	and rewrite the tale from the	onderstanding context class	the correct prefix in the blank	enceking of the scripes
	how each character might respond	viewpoint of a different character or	<b>Directions:</b> For each sentence, circle the	space. You can use a dictionary to	Competency 3 Rubric, Writes and produces texts - Secondary V Core ESL
	to the question.	object within the tale.	pair of words that complete	help you.	Script
	For example:		the meaning of the sentence.	disin mis-	A B C D E
	Tor example.		1. Their profits have been,	re- un- under-	U Script is appropriate D Script is nessly appropriate D Script is somewhat D Script is smellinus and and debated.  2
	Do you think you did anything		and they wish to their		0 and detailed. and detailed. appropriate and detailed. Incomplete. 1 0 The script shows a Cear O The script shows actear
	wrong in this situation?		situation.		der and logical sense and logical sense in direction: sense of direction but the sense of direction the of direction the story. The story life includes a story life is spontilines. story life is confusion.
	Dies/ verse area. No vuo		a. decreasing - excuse	1. I just can't believe it! The story is	E 8 me includes a coherent sequence of confusing a lev events meantering or
	<ul> <li>Pigs' response: No, we were just minding our</li> </ul>		b. declining - remedy c. comfortable – redness	believable!	5 a compeling progression i descivents, one descivent into the animand or out of incomplete.  of descivents. leads to the other: place.
	own business in our		c. commercable reducess	2. No, that answer iscorrect.	O Stript is committee
	houses.		2. Rats provide a in	It is wrong.	DAI but components Dilitatiest components are Disone best components in imporphise or an other and neith-deer and neith-presented. are other and neith-are other and neith-
			reducing garbage, but this is		presented. presented. presented.
	Wolf's response: I was		outweighed by theiractivities.	3. Let's look at this information again. We shouldview it	The soript is
	just looking for some food. I can't help it if I'm		a. help - useful	before the test.	D Topic is dear.  D Topic is d
	hungry.		b. trouble - dynamic		strong and consistent sense of purpose and sense of purpose and lide sense of purpose and
			c. service – harmful	4. I saw Allison just a moment ago,	serse of purpose and authorise facilities authorise
				but now I can't find her! It seems	consideration was given to the interest, language appropriate but not highly and the interest, language and culture of the teget and culture of the teget and culture of the teget.
			3. Fact and Fancy were so that no one could them.	that sheappeared!	and colored the larget authorise. Interpretable or interp
			a. connected – separate	5. Oh, I'm sorry, I didn't hear you	DSome error, may be DSome error, may impade DSome error, in
			b. necessary – use	correctly. Iunderstood you.	presert but to not exclusify but not grammar cedur avolvent and/or avolvent impele exclusify or understanding, structures impele structures receivably
			c. respected – want		understanding, readability and impade readability and or
				6. The subway does not go over the	urdestanding, but he undestanding. The script, script is undestand with or most of it, is
			4. If one is to understand the, one must study the	land like a normal train. It moves ground.	some interpretation. understood with a significant degree of
			, one must study the	ground.	d ideptation
			a. facts – unnecessary		Tel Compreti nichir, mer pag, dice, frend isy dreates, diseale, didup and description of tection. 2. Language Reportio elder to notalizy and drauge convertions (a: <u>genme</u> such as end here and apresent and <u>mechalis</u> such as spelling and production).
			b. unusual – sentences		3 Peachably's effects whereous are dated in an index reading affice, all cought they do not impake understanding.
			c. whole- parts		MELS Warring Document 2010 Inspired by MELS Evaluation Team
			5. His father him, for he		
			realized the interest was more than		
			a fancy.		
			a. encouraged – childish		
			b. berated – sincere c. helped – mature		
J. Additional activities for application	Writing Center	Ask students to reflect on the meeting	Give copies of the passage from Lesson	Write at least 5 sentences using	Write a four-liner poem of the three
or remediation	Have students write a review of <i>The</i>	of the minds technique. How did it	Guide in Elementary English (Ateneo)	affixes.	little pigs
	True Story of the 3 Little	help them understand the characters?	pages 136-137		

	Pigs. Remind them that they should use the evaluating strategy to make judgments about the story. Have students read their reviews to a partner and discuss.	What did they like and dislike about the debates? Did it help them better understand the stories?	Don't Dump that garba Look for the meaning o word		
			See page 137		
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?					