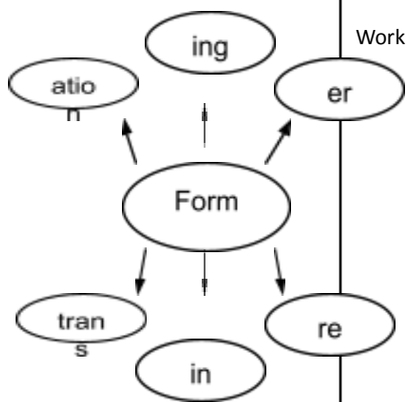
GRADES 1 to 12 DAILY LESSON LOG	School:	DepEdClub.com	Grade Level:	VI
	Teacher:		Learning Area:	ENGLISH
	Teaching Dates and Time:	APRIL 17 - 21, 2023 (WEEK 10)	Quarter:	3RD QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES					
A. Content Standards	The 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 of life's purposes.				
B. Performance Standards	**OL- (Oral Language)** The learners demonstrate understanding of various verbal elements in orally communicating information The learners prepare for and participate effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively		V (Vocabulary Development) -The Learners demonstrate understanding that words are composed of different parts to know that their meaning changes depending in context -The learners use strategies to decode correctly the meaning of words in isolation and in context -context clues -affixes and roots -other strategies		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, comprehensive report on differing viewpoints on an issue		Infer meaning of content specific terms using -context clues -affixes and roots -other strategies		Observe accuracy, appropriate rate and proper expressions in dialogs Organize information from secondary sources in preparation for writing, reporting and similar academic tasks in collaboration with others
Write for the LC code for each	**EN6OL-IIIj-1.19**		**EN6V-IIIj-12.3.3** **EN6V- IIIj -12.4.1.3** **EN6V- 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 from a prescribed viewpoint -discuss the importance of viewpiont of a selected text		Inferring meaning of content -context clues -affixes and roots		Appropriate rate and proper expression in dialogues

			-other strategies		Organizing information form secondary sources in writing
III. LEARNING RESOURCES					
A. References					
1. Teacher's Guide/Pages					
2. Learner's Materials Pages					
3. Textbook Pages					
4. Additional Materials from Learning Resource (LR) portal	The Three Little Pigs http://shortstoriesshort.com/story/the-three-little-pigs/ http://www.surlanefairytales.com/threepigs/		Passengers Cars DepEd-BEAM DLP Module 8 Grade 6 pp, 97-98	Interactive Skill Book in English 6 pp, 5-7	Refer to Monday and Tuesday reference
B. Other Learning Resources	Copy of the short story The Three Little Pigs Short film song		Copy of the story Passengers Cars		
IV. PROCEDURES					
A. Review previous lesson or presenting the new lesson	What are the parts/elements of a Story? (Character, Setting, Plot, Climax, Ending)	Sing a song Who's afraid of the big bad wolf?	Is it always right to judge right away without analyzing nor weighing things? Why?	Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	Recall the different versions of the story the three little pigs Ask pupils to retell the version they recall 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 story have you seen these photos? (The Three Little Pigs) A. C.   Picture A is made of what kind of material/s? Picture B is made of what kind of material/s? B. Picture C is made of what kind of material/s? Can you summarize in one sentence the story according to your own understanding? **Unlocking of Difficulties**	Film Showing **The Three Little Pigs**	Class look at the picture, do you know what is it called? **(TRAM)**  Before it is known as bus in the USA and popular to all commuters. This is popular in the USA (United States of America) **Unlocking of Difficulties** Guess the word use the clue _ a z a _ d - danger e_ong_ate_ - lengthened	Show this word transformation to the class 	Use venn diagram to differentiate the two stories Work with a partner

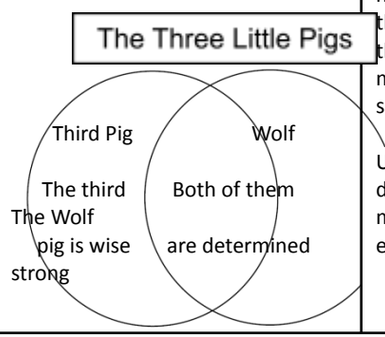
	Give the meaning of each underlined words by the clues given within the sentence. 1. He chased the two pigs and they ran and hid in their houses 2. The frightened little pigs ran to the third pig's house made of bricks because they were terrified. 3. The pigs were tender juicy meals for the fox because 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:	Read the story silently. **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 children story, 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 a bundle of furze 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 a 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 ----> unhappy • finished ----> unfinished • believable ----> unbelievable • acceptable ----> unacceptable 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 able to be loved, or it makes you feel love for it. Here are more examples with the suffix "-able" or "-ible" (depending on the root word): • present ----> presentable • 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: ‘Little pig, I know where there is a nice 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.’ ‘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: ‘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. ‘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 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 Shanklin this afternoon, will you go?’ ‘Oh yes,’ said the pig, ‘I will go; what time shall 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 a butter-churn, which he was going home with, when he saw the wolf coming. Then he could not tell what to			

		do. So he got into the churn to hide, and by so doing turned it round, and it rolled down the hill with the pig in it, which frightened the wolf so much, that he ran home without going to the fair. He went to the little pig's house, and told him how frightened he had been by a great round thing which came down the hill past him. Then 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 that he would get down the chimney after him. When the little pig saw what he was about, he hung on the pot full of water, and made up a blazing fire, and, just as the wolf was coming down, took off the cover, and in fell the wolf; so the little pig put on the cover again in an instant, boiled him up, and ate him for supper, and lived happy ever afterwards. Note about this version: Joseph Jacobs referenced one of the first print versions of the tale for his edition. The story appeared in: Halliwell, James Orchard. Popular Rhymes and Nursery Tales. London: John Russell Smith, 1849			
D. Discussing new concepts and practicing new skills #1	Comprehension Check-up Who are the characters of the story? Where did the story happen? What is the most exciting part of the story? What can you say about the Three little pigs? First pig, Second Pig and the Third Pig. How you judge the wolf? Is he really a bad wolf?	Why couldn't the wolf blow down the third little pig's house? How did the first and second little pig survive the big bad wolf? Why did the first and second little pig choose sticks and straw to build their houses? How did the wolf try and get into to the brick house after huffing and puffing?	Study the following paragraph. Find out the correct meaning of ***draft*** by studying the context. • Note the italicized word draft in the paragraph. A strong ***draft*** had blown the window open. With a loud clutter, it blew away the window shutter. Shivering, Cindy got up the bed to ***draft*** a temporary replacement for the shutter	Answer READ and Do Letter A on page 6 of Interactive Skillbook in English 6	Script Writing (Guidelines) 1. In writing a script, consider the characters and the characteristics. 2. Make necessary dialogue based on how you understand or how you judge them in the story read. 3. Make it conversational 4. Focus on the topic/context 5. Construct a meaningful ending.

			until daybreak. As soon as the bank opened, she would encash the ***draft*** her mother had sent so she could buy a good window shutter. Then she would ***draft*** her friends to help put up the shutter. She would reward her friends with a cold ***draft*** 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."		
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.  	**Demonstrate the strategy.** Ask two to four students to act as the wolf and pigs. (You may choose to have one or three students represent the three pigs.) Explain to students that there also needs to be a moderator to ask the questions, and a summarizer to summarize the debate. Using the question previously demonstrated, have the student moderator ask the question and have each character respond.		**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 2. _____ lingual : able to speak two languages 3. _____ mediate : used between primary and secondary.	

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

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

			means that we get the meaning of a word by studying its relationship with other words in the sentence. Some clues are more obvious than the others.		
I. Evaluating learning	Choose one question and, in each of the character columns, record how each character might respond to the question. For example: Do you think you did anything wrong in this situation? ● Pigs' response: No, we were just minding our own business in our houses. ● Wolf's response: I was just looking for some food. I can't help it if I'm hungry.	Students are to select one fairy tale and rewrite the tale from the viewpoint of a different character or object within the tale.	**Understanding Context Clues** **Directions:** For each sentence, circle the pair of words that complete the meaning of the sentence. 1. Their profits have been _____, and they wish to _____ their situation. a. decreasing - excuse b. declining - remedy c. comfortable – redness 2. Rats provide a _____ in reducing garbage, but this is outweighed by their _____ activities. a. help - useful b. trouble - dynamic c. service – harmful 3. Fact and Fancy were so _____ that no one could _____ them. a. connected – separate b. necessary – use c. respected – want 4. If one is to understand the _____, one must study the _____. a. facts – unnecessary b. unusual – sentences c. whole- parts 5. His father _____ him, for he realized the interest was more than a _____ fancy. a. encouraged – childish b. berated – sincere c. helped – mature	Complete the sentences by writing the correct prefix in the blank space. You can use a dictionary to help you. **dis- -in mis-** **re- un- under-** 1. I just can't believe it! The story is _____believable! 2. No, that answer is _____correct. It is wrong. 3. Let's look at this information again. We should _____view it before the test. 4. I saw Allison just a moment ago, but now I can't find her! It seems that she _____appeared! 5. Oh, I'm sorry, I didn't hear you correctly. I _____understood you. 6. The subway does not go over the land like a normal train. It moves _____ground.	Checking of the scripts **Competency 3 Rubric, Writes and produces texts - Secondary V Core ESL Script** A / B / C / D / E Content and the message (Relevance and Organization of Ideas) ☐ Script is appropriate and detailed. ☐ The script shows a clear and logical sense of direction: the story line includes a compelling progression of ideas/events. / ☐ Script is mostly appropriate and detailed. ☐ The script shows a clear and logical sense of direction: the story line includes a coherent sequence of ideas/events; one idea/event leads to the other. / ☐ Script is somewhat appropriate and detailed. ☐ The script shows some sense of direction but the story line is sometimes confusing; a few events may be awkward or out of place. / ☐ Script is repetitious and incomplete. ☐ The script shows little sense of direction: the story line is confusing, meandering or incomplete. / ☐ Script is incomplete, inappropriate or inaccurate. The script is either ☐ copied from an existing version ☐ not relevant to the task. ☐ Topic and language are inappropriate or offensive. Text Components[1] and Conventions ☐ All text components are clear and well-presented. / ☐ Most text components are clear and well-presented. / ☐ Some text components are clear and well-presented. / ☐ Few text components are clear and well-presented. Focus and Coherence ☐ Topic is clear. ☐ The script shows a strong and consistent sense of purpose and audience: careful consideration was given to the interest, language and culture of the target audience. / ☐ Topic is clear. ☐ The script shows a strong sense of purpose and audience despite some lapses: careful consideration was given to the interest, language and culture of the target audience. / ☐ Topic is fairly clear. ☐ The script shows some sense of purpose and audience despite some lapses; the script is appropriate but not highly engaging. / ☐ Topic is unclear. ☐ The script shows very little sense of purpose and audience; the script is somewhat confusing. Language Repertoire[2] and Fluency (Readability[3]) ☐ Some errors may be present but do not impede readability[3] or understanding. / ☐ Some errors may impede readability but not understanding. / ☐ Some errors in grammar and/or awkward structures impede readability and understanding, but the script is understood with some interpretation. / ☐ Errors in grammar and/or awkward structures repeatedly impede readability and/or understanding. The script, or most of it, is understood with a significant degree of interpretation. 1 Text Components include: cover page, place, time of day, characters, dialogue and description of the action. 2 Language Repertoire refers to vocabulary and language conventions (i.e. grammar such as verb tense and agreement and mechanics such as spelling and punctuation). 3 Readability is affected when errors are distracting and make reading difficult, although they do not impede understanding. MELS Working Document 2010 — Inspired by: MELS Evaluation Team
J. Additional activities for application or remediation	**Writing Center** Have students write a review of *The True Story of the 3 Little*	Ask students to reflect on the meeting of the minds technique. How did it help them understand the characters?	Give copies of the passage from Lesson Guide in Elementary English (Ateneo) pages 136-137	Write at least 5 sentences using affixes.	Write a four-liner poem of the three little pigs

	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 garbage Look for the meaning of the underlined 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?					