

 <b>GRADES 1 to 12</b> <b>DAILY LESSON LOG</b>	School:		Grade Level:	<b>VI</b>
	Teacher:		Learning Area:	<b>ENGLISH</b>
	Teaching Dates and Time:	<b>(WEEK 2)</b>	Quarter:	<b>2<sup>ND</sup> QUARTER</b>

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>I. OBJECTIVES</b>					
<b>A. Content Standards</b>	<p>The learner demonstrates...</p> <ul style="list-style-type: none"> <li>• understanding of the oral standards of English in order to participate in various oral communication demands (situation, purpose and audience)</li> <li>• understanding that English language is stress timed to support comprehension</li> <li>• understanding of text types to listen for different purposes from a variety of texts</li> <li>• understanding that words are composed of different parts to know that their meaning changes depending in context</li> <li>• understanding that reading a wide range of texts provides</li> <li>• understanding of different formats to write for a variety of audiences and purposes</li> <li>• command of the conventions of standard English grammar and usage when writing or speaking</li> <li>• understanding of library skills to research a variety of topics</li> <li>• demonstrates understanding of the various forms and conventions materials to critically analyze the meaning constructed in print, non-print, and digital materials</li> </ul>				
<b>B. Performance Standards</b>	<p>The learner...</p> <ul style="list-style-type: none"> <li>• prepares for and participates effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasivel</li> <li>• uses knowledge of stress and intonation of speech to appropriately evaluate the speaker's intention, purpose and meaning</li> <li>• uses literal information from texts heard to construct an appropriate feedback</li> <li>• uses strategies to decode correctly the meaning of words in isolation and in context</li> <li>• uses knowledge of text types to correctly distinguish literary from informational texts</li> <li>• drafts texts using appropriate text types for a variety of audiences and purposes</li> <li>• uses the correct function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in various discourse (oral and written)</li> <li>• applies knowledge of non-verbal skills to respectfully give the speaker undivided attention and acknowledge the message</li> <li>• utilizes discrete techniques (general or specific) and applies appropriately them to all or most fields of study</li> <li>• evaluates effectively the message constructed and conveyed in various viewing texts</li> </ul>				
<b>C. Learning Competencies/ Objectives</b> <i>Write the LC code for each</i>	<b>EN6LC-IIb- 3.2</b> Distinguish various types of informational/factual text <b>EN6V-IIb- 12.3.3</b> <b>EN6V-IIb- 12.4.1.3</b> <b>EN6V-IIb- 12.4.2.3</b> Infer meaning of borrowed words and content specific terms using -context clues – affixes and roots -other strategies (Science)	<b>EN6OL-IIb- 3.7</b> Employ an appropriate style of speaking, adjusting language, gestures, rate, and volume according to audience and purpose <b>EN6F-IIb-1.6</b> <b>EN6F-IIb-1.3</b> <b>EN6F-IIb-1.7</b> Read grade level text with accuracy, appropriate rate	<b>EN6RC-IIb- 5.5</b> Respond appropriately to the messages of the different authentic texts <b>EN6SS-IIb- 1.4</b> <b>EN6SS-IIb- 1.4.1</b> Gather relevant information from various sources - -Dictionary -Thesaurus <b>EN6A-IIb-17</b>	<b>EN6WC-IIb-1.1.6.1</b> Plan a composition using an outline/other graphic organizers <b>EN6G-IIb-6.6</b> Compose clear and coherent sentences using appropriate grammatical structures: -Order and degrees of irregular adjectives	<b>EN6VC-Ibc- 3.7</b> <b>Infer the target audience</b>

	<b>EN6A-IIb-16</b> Observe politeness at all time	and proper expression <b>EN6A-IIb-18</b> Show openness to criticism	Show tactfulness when communicating with others		
<b>II. CONTENT</b>	Various Types of Informational texts Inferring meaning of borrowed words and content specific terms in Science-based texts using - context clues -affixes and roots –other strategies	Appropriate style of speaking, adjusting language, gestures, rate, and volume according to audience and purpose Reading grade level text with accuracy,appropriate rate, and proper expression	Responding appropriately to the messages of the different authentic texts Using Dictionary and Thesaurus in gathering relevant information	Outline/Graphic Organizers, Order of Adjectives Degrees of Irregular Adjectives	Target Audience
<b>THEME:</b>					
<b>III. LEARNING RESOURCES</b>					
<b>A. References</b>					
<b>1. Teacher’s Guide pages</b>					
<b>2. Learning Materials pages</b>					
<b>3. Textbook Pages</b>					
<b>4. Additional Materials from Learning Resource (LR) portal</b>	Activity Sheet in English 6 (Quarter 2: Week 2)				
<b>B. Other Learning Resources</b>					
<b>IV. PROCEDURE</b>					
<b>A. Reviewing previous lesson or presenting the new lesson</b>	Recall previous lesson. Read “Let’s Learn This” Activity Sheet in English 6 (Quarter 2: Week 2-Day 1, p. 1)	Ask: What are the different type of informational texts?	Call volunteers to recite the poem studied in the previous lesson.	Recall previous lesson. Original File Submitted and Formatted by DepEd Club Member - visit <a href="http://depedclub.com">depedclub.com</a> for more	Ask: What have you learned about order of adjectives? degrees of irregular adjectives?
<b>B. Establishing a purpose for the lesson</b>	Do “Let’s Try This” Task 1 & 2 Activity Sheet in English 6 (Quarter 2: Week 2-Day 1, pp. 1-3)	Do “Let’s Try This” Activity Sheet in English 6 (Quarter 2: Week 2-Day 2, p. 1)	Do “Let’s Try This” Activity Sheet in English 6 (Quarter 2: Week 2-Day 3, p. 1)	Do “Let’s Try This” Task 1 & 2 Activity Sheet in English 6 (Quarter 2: Week 2-Day 4, p. 1)	Do “Let’s Try This” Task 1 Activity Sheet in English 6 (Quarter 2: Week 2-Day 5, p.1)

<b>C. Presenting examples/instances of the new lesson</b>	Read “Let’s Study This” Activity Sheet in English 6 (Quarter 2: Week 2-Day 1, pp. 3-4)	Read “Let’s Study This” Activity Sheet in English 6 (Quarter 1: Week 2-Day 2, pp. 1-2)	Read “Let’s Study This” Activity Sheet in English 6 (Quarter 2: Week 2-Day 3, pp. 1-2)	Read “Let’s Study This” Activity Sheet in English 6 (Quarter 2: Week 2-Day 4, pp. 2-4)	Read “Let’s Study This” Activity Sheet in English 6 (Quarter 2: Week 2-Day 5, p.1)
<b>D. Discussing new concepts and practicing new skills</b> <i>(Leads to formative assessment No. 10)</i>	Answer “Let’s Do This” Task 3 Activity Sheet in English 6 (Quarter 2: Week 2-Day 1, p. 4)	Do “Let’s Do This” Task 1 Activity Sheet in English 6 (Quarter 2: Week 2-Day 2, p. 3)	Answer “Let’s Do This” Task 1 Activity Sheet in English 6 (Quarter 2: Week 2-Day 3, p. 2)	Do “Let’s Do This” Task 3 Activity Sheet in English 6 (Quarter 2: Week 2-Day 4, p. 4)	Do “Let’s Do This” Task 2 Activity Sheet in English 6 (Quarter 2: Week 2-Day 5, p. 2)
<b>E. Discussing new concepts and practicing new skills</b> <i>(Leads to formative assessment No. 2)</i> <b>Group Activity</b>	Answer “Let’s Do More” Task 4 Activity Sheet in English 6 (Quarter 2: Week 2-Day 1, pp. 5-6) Remind the learners to observe politeness at all time.	Do “Let’s Do This” Task 2 Activity Sheet in English 6 (Quarter 2: Week 2-Day 2, p. 3) Remind the learners to show openness to criticism.	Do “Let’s Do This” Task 2 Activity Sheet in English 6 (Quarter 2: Week 2-Day 2, p. 3) Remind the learners to show openness to criticism.	Answer “Let’s Do More” Task 4 Activity Sheet in English 6 (Quarter 2: Week 2-Day 4, pp. 4-5)	Do “Let’s Do This” Task 2 Activity Sheet in English 6 (Quarter 2: Week 2-Day 5, p. 2)
<b>F. Developing Mastery</b> <i>(Leads to formative assessment No. 3)</i> <b>Individual Activity</b>		Do “Let’s Do More” Task 3 Activity Sheet in English 6 (Quarter 2: Week 2-Day 2, pp. 3-4)	Do “Let’s Do More” Task 4 Activity Sheet in English 6 (Quarter 2: Week 2-Day 3, p. 4) Remind the learners to show tactfulness when communicating with others.	Answer “Let’s Do More” Task 5 Activity Sheet in English 6 (Quarter 2: Week 2-Day 4, p. 5)	
<b>G. Finding practical applications of concepts and skills in daily living</b> <i>(Reflective Approach)</i>	Ask: How can you apply your knowledge in various informational texts in real life situations? Is learning word strategies in inferring the meaning of borrowed words and content specific terms in Science-based texts important? Why?	Ask: Why should we use appropriate speaking style, rate, volume and pitch in reading and speaking? How can you apply this in daily life?	Ask: Why is responding appropriately to the messages of the different authentic texts important? What is the importance of using dictionary/thesaurus in real life situations?	Ask: Is using outline/graphic organizers helpful? Why? What is the importance of learning the order and degrees of irregular adjectives in daily life?	Ask: Why do you think it is important to know your target audience when you write or speak?
<b>H. Making generalization and abstractions about the lesson.</b>	What are the various types of informational text?	Ask: How should we employ proper volume, rate, pitch, gesture and style in speaking according to purpose? according to audience? Read “Let’s Remember This” Activity Sheet in English 6 (Quarter 2: Week 2-Day 2, p. 6)	Ask: What are the uses of dictionary? thesaurus?	Ask: What are the uses of dictionary? thesaurus?	Ask: What is an audience? What is target audience?
<b>I. Evaluating Learning</b>	Answer “Let’s Do More” Task 5	Do “Let’s Test Ourselves” Task 4	Do “Let’s Test Ourselves” Task 5	Answer “Let’s Test Ourselves” Task 6 & 7 Activity Sheet in English 6	Do “Let’s Enrich Ourselves” Task 3

	Activity Sheet in English 6 (Quarter 2: Week 2-Day 1,p. 6)	Activity Sheet in English 6 (Quarter 2: Week 2-Day 2,p. 5)	Activity Sheet in English 6 (Quarter 1: Week 2-Day 3,p. 5)	(Quarter 2:Week 2-Day 4, pp.5-6)	Activity Sheet in English 6 (Quarter 2: Week 2-Day 5,p. 2)
<b>J. Additional activities for application or remediation.</b>	Do “Let’s Enrich Ourselves” Task 6 Activity Sheet in English 6 (Quarter 2: Week 3-Day 1,p. 7)	Do “Let’s Enrich Ourselves” Task 5 Activity Sheet in English 6 (Quarter 2: Week 2-Day 2,p. 6)	Answer “Let’s EnrichOurselves” Task 6 Activity Sheet in English 6 (Quarter 1: Week 2-Day 3,(p. 6)	Do “Let’s Enrich Ourselves” Task 8 Activity Sheet in English 6 (Quarter 2: Week 2-Day 4,p. 7)	
<b>V.REMARKS</b>					
<b>VI. REFLECTION</b>					
<b>A. No. of learners earned 80% in evaluation.</b>					
<b>B. No. of learners who require additional activities for remediation.</b>					
<b>C. Did the remedial lessons work? No. of learners who have caught up with the lesson</b>					
<b>D. No. of learners who continue to require remediation.</b>					
<b>E. Which of my teaching strategies worked well? Why did these work?</b>	<b>Strategies used that work well:</b> ___ Group collaboration ___ Games ___ Power PointPresentation ___ Answering preliminary activities/exercises ___ Discussion ___ Case Method ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method <b>Why?</b> ___ Complete Ims ___ Availability of Materials ___ Pupils’ eagerness to learn ___ Group member’s Cooperation in doing their tasks	<b>Strategies used that work well:</b> ___ Group collaboration ___ Games ___ Power PointPresentation ___ Answering preliminary activities/exercises ___ Discussion ___ Case Method ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method <b>Why?</b> ___ Complete Ims ___ Availability of Materials ___ Pupils’ eagerness to learn ___ Group member’s Cooperation in doing their tasks	<b>Strategies used that work well:</b> ___ Group collaboration ___ Games ___ Power PointPresentation ___ Answering preliminary activities/exercises ___ Discussion ___ Case Method ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method <b>Why?</b> ___ Complete Ims ___ Availability of Materials ___ Pupils’ eagerness to learn ___ Group member’s Cooperation in doing their tasks	<b>Strategies used that work well:</b> ___ Group collaboration ___ Games ___ Power PointPresentation ___ Answering preliminary activities/exercises ___ Discussion ___ Case Method ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method <b>Why?</b> ___ Complete Ims ___ Availability of Materials ___ Pupils’ eagerness to learn ___ Group member’s Cooperation in doing their tasks	<b>Strategies used that work well:</b> ___ Group collaboration ___ Games ___ Power PointPresentation ___ Answering preliminary activities/exercises ___ Discussion ___ Case Method ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method <b>Why?</b> ___ Complete Ims ___ Availability of Materials ___ Pupils’ eagerness to learn ___ Group member’s Cooperation in doing their tasks

<b>F. What difficulties did I encounter which my principal or supervisor can help me solve?</b>	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful Ims <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer Internet Lab <input type="checkbox"/> Additional Clerical works <input type="checkbox"/> Reading Readiness <input type="checkbox"/> Lack of Interest of pupils	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful Ims <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer Internet Lab <input type="checkbox"/> Additional Clerical works <input type="checkbox"/> Reading Readiness <input type="checkbox"/> Lack of Interest of pupils	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful Ims <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer Internet Lab <input type="checkbox"/> Additional Clerical works <input type="checkbox"/> Reading Readiness <input type="checkbox"/> Lack of Interest of pupils	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful Ims <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer Internet Lab <input type="checkbox"/> Additional Clerical works <input type="checkbox"/> Reading Readiness <input type="checkbox"/> Lack of Interest of pupils	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful Ims <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer Internet Lab <input type="checkbox"/> Additional Clerical works <input type="checkbox"/> Reading Readiness <input type="checkbox"/> Lack of Interest of pupils
<b>G. What innovation or localized materials did I use/discover which I wish to share with other teachers?</b>	<b>Planned Innovations:</b> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making use big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition <input type="checkbox"/> Flashcards	<b>Planned Innovations:</b> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making use big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition <input type="checkbox"/> Flashcards	<b>Planned Innovations:</b> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making use big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition <input type="checkbox"/> Flashcards	<b>Planned Innovations:</b> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making use big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition <input type="checkbox"/> Flashcards	<b>Planned Innovations:</b> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making use big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition <input type="checkbox"/> Flashcards