		School:	DepEdClub.com		Grade Level:	VI
GRADES 1 to 12 **DAILY LESSON LOG**		Teacher:	File created by Ma'am PRISCILLA A. TINGDAN		Learning Area:	ENGLISH
		Teaching Dates and Time:	MAY 15 – 19, 2023 (WEEK 3)		Quarter:	4TH QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES					
A.Content Standards	The learner… Demonstrates an understanding of various linguistics nodes to comprehend various texts	The learner… demonstrates an understanding of library skills to research on a variety of topics	The learner….	The learner… demonstrates an understanding of English Grammar and usage in speaking or writing	
B.Performance Objective	The learner… Uses liguistic cues to appropriately construct meaning from a variety of texts for a variety of purposes	Uses library skills to gather appropriate and relevant information		Uses the classes of words aptly in oral and written discourse	
C.Learning Competencies/ Objectives (*Write the LC code for each*)	he learner… Distinguish text types according to purpose and language features: problem and Solution **EN6RC-IVc- 3.2.5** 2. Self correct when reading **EN6F-IVc-2.9**	* List primary and secondary sources of information;revise writing for correctness/validity of information **EN6SS-IVc-5**	Determine images or ideas that are explicitly used to influence viewers such as stereotypes, points of view, and propagandas **EN6VC-IVc-7.1,7.2,7.3**	*Use compound- complex sentences for effective communication of information and ideas * Observe politeness at all times	**WEEKLY TEST**
CONTENT (*Subject Matter*)	Problem- Solution text type	Primary and Secondary sources of information		Compound-Complex sentence	
II.LEARNINGRESOURCES A.References	Essential Engliish 6	Essential Engliish 6	Essential Engliish 6	Essential Engliish 6	
1.Teachers Guide pages					
2.Learners Material Pages	324-327	328	328-329	330-333	
B. Other Learning Resources					

III. PROCEDURES					
A.Reviewing past lesson or Presenting the new lesson (Drill/Review/Unlocking of difficulties)	What stories of creations have you heard before?	What are the Primary and seondary sources of information?	What do you call the images and ideas used explicitly to influnce our way of thinking?	What was our topic yesterday?	
B.Establishing a purpose of the new lesson (Motivation)	Find out how the following selection is different from the ones you have already read.	If you were to look for other stories of creation, what sources will you be making use of?	Can you give examples of each based on their definitions? -Stereotype -point of view -propaganda	Do you remember our story " Bathala and The Story of Creation?"	
C.Presenting Examples/ instances of the new lesson (Presentation)	Read the story: **"Bathala and the Story of Creation"**	List down all the primary and secondary sources of information you will use. Primary Secondary	Watch a video (https://www.youtube.com/watch?v=23NZ1OW5DTY)	Study the sentence below taken from the story "Bathala and the Story of Creation" Before Galang Kaluluwa died, he instructed Bathala to bury him in his preferred spot and Bathala did as he was told.	
D.Discussing new concepts and practicing new skills no.1. (Modeling)	Answer the ff. Questions about the selection: 1. Who are the characters in the story? Say something about each character. 2. What made two of the gods in the story lonely? -pls. see LM on p325	Which among these sources you have listed will you use to check the correctness of the story you have written above? Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	From the video you have watched, answer the questions that follow: 1. How are your feelings, beliefs and ways of thinking changed after viewing the video? Explain.	The sentence above has two independent clauses that make up one compound sentence; one complex sentence. What are those?	
E. Discussing new concepts and practicing new skills no.2 (Guided Practice)	A problem-solution relationship describes a problem and discusses possible solutions to the problem. Browse the selection again and chart the problem-solution relationships you get a chance to read upon **Problem-Solution Idea Map**	Problem	Solution		⇨		⇨		⇨		⇨		Go to the library or use computer to check out the list of sources you have listed, to verify the correctness or validity of the story you have written.		Discuss a compound-complex sentence and its parts. Give more examples; 1. I decided to enrol in an english program and my friend Richard came along with me.	

F.Developing Mastery *(Leads to Formative Assessment 3.)* *(Independent Practice)*	Group Activity: Identify the problem- solution relationship which could be explicitly or implicitly stated in the following situations: -pls. See LM on pp. 326-327.	Revise your work to address concerns on incomplete details or errors in characters or plot.	Determine the images in the video that influence viewers. Explain your answers. 1.　Stereotype 2.　Point of view 3.　Propaganda	Draw a slash mark(/) to separate the independent clauses from the dependent clauses of each sentence. Circle the coordinating conjunction used. 1.　I usually pick up whenever I play the guitar, or I just use my fingers -pls. See LM on p. 33q	
G. Finding practical application of concepts and skills in daily living *(Application/Valuing)*	Do you solve your own problem? How?	Why is it important to assess the credibility of a source of information?	Do we need to believe all the information from different media? Why?		
H. Making Generalization and abstraction about the lesson (Generalization)	What is a problem-solution relationship?	What are the primary and secondary sources of information?	How do viewing materials in different media affect/ influence our way of thinking.	What is a compound -complex sentence?	
I. Evaluating learning	With your groupmates, create a problem-solution organizer for your chosen topic from among the following: * Student life * Friend Conflict * Sibling Rivalry	List down 5 primary/secondary sources of information.	Use rubrics to evaluate their activity above	Combine the sentences into one and make it a compound-complex structure. 1.　a. Education plays a vital role in your lie b. You should be educated. c. It gives you a better life. 2.　A person without education is incomplete. B. Educating makes man a good thinker. C. Education is a lifetime achievement 3.　A. Education is a necessity not a luxury B. the world is competitive. C. It is the solution to any problem. 4.　a. Education allows us to understand deeper the meaning of life. B. It is not just lessons from the textbooks. C. It is about lessons of life. 5.　a. No child is left behind.	

				B. everyone has the right to be educated C. Make a better change for the world.	
J. Additional activities for application and remediation (Assignment)	What other stories of creation do you know? Write a short summary of it.				
IV REMARKS					
V. REFLECTION					
A. No. of learner who earned 80%					
B .No. of learner who scored below 80% (needs remediation)					
C. No. of learners who have caught up with the lesson					
D. No of learner who continue to require remediation					
E. Which of my teaching strategies work well? Why?					
F. What difficulties did I encounter which my principal /supervisor can help me solve?					
G. What innovation or localized materials did I use/discover which I wish to share w/other teacher?					