


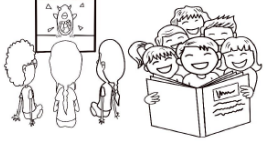
 GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	VI
	Teacher:	File Created by DepEd Click	Learning Area:	ENGLISH
	Teaching Dates and Time:	SEPTEMBER 19-23, 2022 (WEEK 5)	Quarter:	1ST QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES					
A. Content Standards	<p>The learner...</p> <p>Demonstrates understanding of various linguistics nodes to comprehend various texts.</p> <p>Demonstrates understanding to text types to listen for different purposes from a variety of texts.</p> <p>Demonstrates understanding of text types in order to construct feedback.</p>	<p>The learner...</p> <p>Demonstrates understanding of various linguistics nodes to comprehend various texts.</p> <p>Demonstrates understanding to text types to listen for different purposes from a variety of texts.</p> <p>Demonstrates understanding of text types in order to construct feedback.</p>	<p>The learner...</p> <p>Demonstrates understanding of various linguistics nodes to comprehend various texts.</p> <p>Demonstrates understanding to text types to listen for different purposes from a variety of texts.</p> <p>Demonstrates understanding of text types in order to construct feedback.</p>	<p>The learner...</p> <p>Demonstrates understanding of various linguistics nodes to comprehend various texts.</p> <p>Demonstrates understanding to text types to listen for different purposes from a variety of texts.</p> <p>Demonstrates understanding of text types in order to construct feedback.</p>	<p>The learner...</p> <p>Demonstrates understanding of various linguistics nodes to comprehend various texts.</p> <p>Demonstrates understanding to text types to listen for different purposes from a variety of texts.</p> <p>Demonstrates understanding of text types in order to construct feedback.</p>
B. Performance Standards	<p>The learner...</p> <p>Analyzes text types to effectively understand information/message (s)</p> <p>Uses linguistic cues to effectively construct meaning from a variety of text for a variety of purposes.</p> <p>Uses literal information from text heard to construct an appropriate feedback.</p>	<p>The learner...</p> <p>Analyzes text types to effectively understand information/message (s)</p> <p>Uses linguistic cues to effectively construct meaning from a variety of text for a variety of purposes.</p> <p>Uses literal information from text heard to construct an appropriate feedback.</p>	<p>The learner...</p> <p>Analyzes text types to effectively understand information/message (s)</p> <p>Uses linguistic cues to effectively construct meaning from a variety of text for a variety of purposes.</p> <p>Uses literal information from text heard to construct an appropriate feedback.</p>	<p>The learner...</p> <p>Analyzes text types to effectively understand information/message (s)</p> <p>Uses linguistic cues to effectively construct meaning from a variety of text for a variety of purposes.</p> <p>Uses literal information from text heard to construct an appropriate feedback.</p>	<p>The learner...</p> <p>Analyzes text types to effectively understand information/message (s)</p> <p>Uses linguistic cues to effectively construct meaning from a variety of text for a variety of purposes.</p> <p>Uses literal information from text heard to construct an appropriate feedback.</p>
C. Learning Competencies/ Objectives Write the LC code for each	Interpret the meaning suggested in visual media through a focus on visual elements, for example, line, symbols, colour, gaze, framing and social distance. EN5VC-IIIIf-3.8				
II. CONTENT	Noting Details	Noting Details	Noting Details	Noting Details	Noting Details

	1. make connections between information viewed and personal experiences; likewise, the following sub and support learning competencies: ➤ noting details from the story read; and ➤ identifying the simple tenses of verbs; present, past and future.	1. make connections between information viewed and personal experiences; likewise, the following sub and support learning competencies: ➤ noting details from the story read; and ➤ identifying the simple tenses of verbs; present, past and future.	1. make connections between information viewed and personal experiences; likewise, the following sub and support learning competencies: ➤ noting details from the story read; and ➤ identifying the simple tenses of verbs; present, past and future.	1. make connections between information viewed and personal experiences; likewise, the following sub and support learning competencies: ➤ noting details from the story read; and ➤ identifying the simple tenses of verbs; present, past and future.	1. make connections between information viewed and personal experiences; likewise, the following sub and support learning competencies: ➤ noting details from the story read; and ➤ identifying the simple tenses of verbs; present, past and future.
III. LEARNING RESOURCES					
A. References					
1. Teacher’s Guide pages	English 6, Module 2,				
2. Learner’s Material pages					
3. Textbook pages					
4. Additional Materials for Learning Resource Portal					
B. Other Learning Resources	pocket chart, activity cards, CD, CD Player	chart, activity sheets, poem	passage (tarpapel), paragraph	activity cards, pocket chart	tarpapel, activity sheets
IV. PROCEDURES					
	<p>What’s In Read and draw a line to connect the information in the small circles to the big circle.</p> 	<p>What is It Noting Details is a reading comprehension skill that involves picking out, from a text, a particular piece or pieces of information to achieve a given purpose such as answering a question in a test. When one notes details, he keeps a brief record of something on a piece of paper. Read the short story and note important details Pedro went for a bike ride. He rode around the barangay. He met some girls he knew from school. They all headed to the farm to play. Pedro had a great time playing games with his friends. Circle the correct word in each sentence.</p>	<p>What I Have Learned _____is vital to reading comprehension. In fact, it can be said that the foundation of literal comprehension and comprehension as a whole is noting details. The meaning of noting details is a _____of something that one has written down on paper. This may be a statement, a quote, a definition or a phrase one may have written down in order to remember. Noting Details in the story or selection read is answering: • Who • What • Where • When</p>	<p>Assessment It’s time for you to be challenged. Read the text and do what is asked of you. Enjoy and learn well.</p>  <p>This is Maria. She is ten years old. She is short and jolly. She got long black hair. She got small black eyes. She can dance. She can sing. She can't swim. She can't run. Her favorite toy is a doll. It is blue. She got two pink yoyos. She got a red yoyo too.</p> <ol style="list-style-type: none">1. What’s her name?2. How old is she?3. Can she swim?4. Does she have short hair?5. Is she short?6. Is her doll blue?7. Does she have big eyes?8. Can she sing?	<p>Weekly Test</p>

		<p>1. Pedro went for a (bike, car) ride.</p> <p>2. He rode around the (block, barangay).</p> <p>3. Then he met some (boys, girls) he knew from school.</p> <p>Answer: 1. bike</p> <p>2. barangay</p> <p>3. girls</p> <p>These are the details given in the story.</p> <p>What is the importance of Noting Details?</p> <p>Whenever you are reading, you should be constantly noting the important details. When discussing reading comprehension, think of details as the individual features, facts or particulars in text. These details are essential to develop reading comprehension.</p> <p>What is noting details?</p> <p>(Noting details is a brief record of something that one has written down on paper)</p> <p>What is the importance of Noting Details?</p> <p>(Noting details will lead to easy understanding of the text or story read)</p>	<ul style="list-style-type: none">• Why	<p>9. Does she have three yoyos?</p> <p>10. Is she jolly?</p>	
	<p>What's New</p> <p>Read this selection</p> <p>Miss Reyes teaches English, Mr. Cruz teaches Math, Mr. Pedro teaches Araling Panlipunan, and Mrs. Santos teaches Science. They are friends since college and are working in the same school- Rizal Elementary School.</p>	<p>What's More</p> <p>Find anyone in your house to read the story with you, then take turns in answering the questions. Write your answer on the space provided after each number. Enjoy learning!</p>	<p>What I Can Do</p> <p>You can surely note details as you read this short story. Answer the questions that follow.</p>	<p>Additional Activities</p> <p>Read the short story and note the important details to be able to answer the questions.</p> <p>Once there was a girl who loves to eat chocolates, candies, fries and burgers. She would always spend her money to buy her favorite junk foods. She is Tanya, a grade four</p>	

	<p>They are teaching Grade 6 pupils. The teachers have their individual skills and talents. Miss Reyes is good in dancing, Mr. Cruz is good in singing, Mr. Pedro is good in painting, while Mrs. Santos is good in cooking. The Grade 6 pupils love their teachers dearly.</p> <p>You can note the names of the teachers, the subjects they are teaching and the different talents they have because these are the details given in the story.</p>	<p>Blacky's Story</p> <p>I see and hear many things at night. I look at the sky and see the moon and stars. The leaves make noise when the wind blows. I see brown cricket and cockroach fly across the ceilings.</p> <p>I hear other dogs howling at the moon all night long.</p> 	<p>I View and I Read</p> <p>We, the Grade 6 class went to see the movie last Saturday. We got permission slips signed before we go. We watched a movie that told the story from a book we read. We love it when movies were made from books.</p> <p>We got to the movie early so we can buy popcorn. Some of us brought curls and fries, too. We all enjoyed watching the movie.</p> <p>When we returned to school, we talked about things that were in the movie and the book. We all agreed that we like the book better. Books let you picture out the characters in any way you want to picture them. It was fun to compare the movie to the book.</p> 	<p>pupil studying at Maharlika Elementary School. One recess time, Tanya cried because she had a toothache. Her teacher brought her to the clinic. The dentist told her she had cavities in her teeth caused by the candies and chocolates she eats almost everyday. Tanya promised herself not to eat candies and chocolates anymore.</p> <p>1. Who is the girl in the story? 2. What are Tanya's favorite foods? 3. What is the name of Tanya's school? 4. Where did Tanya's teacher bring her? 5. Why did Tanya stop eating chocolates?</p>	
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 lessons					
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 encountered 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?