

 GRADES 1 to 12 DAILY LESSON LOG	School:	Visit DepEdResources.com for More	Grade Level:	VI
	Teacher:	File created by Ma'am FLORDELIZA R. MANALAYSAY	Learning Area:	ENGLISH
	Teaching Dates and Time:	JANUARY 8 – 12, 2024 (WEEK 8)	Quarter:	2 ND QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES					
A. Content Standards	The learner demonstrates understanding... • of various elements in orally communicating information • of various non-verbal elements in orally communicating information • of the oral standards of English in order to participate in various oral communication demands (situation, purpose and audience) • that the English language is stress timed to support comprehension • that a change in stress entails a change of meaning to evaluate the speaker’s / author’s purpose and meaning • of the command of the conventions of standard English grammar and usage when writing or speaking • of different formats to write for a variety of audiences and purposes • to express ideas effectively in formal and informal compositions to fulfill their own purposes for writing • of non-verbal communication to communicate with others • of verbal and non-verbal elements of communication to respond back				
B. Performance Standards	The learner... • orally communicates information, opinions, and ideas effectively to different audiences using a variety of literary activities and purposes • 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 p • reads with sufficient accuracy and fluency to support comprehension • uses knowledge of stress and intonation of speech to appropriately evaluate the speaker’s intention, purpose and meaning • uses the correct function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in various discourse (oral and written) • speaks and writes using good command of the conventions of standard English • drafts texts using appropriate text types for a variety of audiences and purposes • edits, rewrites/ revises and publishes texts using appropriate text types for a variety of audiences and purposes • applies knowledge of non-verbal skills to respectfully give the speaker undivided attention and acknowledge the message • uses paralanguage and non-verbal cues to respond appropriately • uses a variety of strategies to provide appropriate feedback				
C. Learning Competencies	EN6OL-IIh-6 React on the content of the material presented EN6F-II-1.6; EN6F-II-1.3; EN6F-II-1.7		EN6G-IIh-8.3; EN6G-IIh-8.4 Compose clear and coherent sentences using appropriate grammatical structures: - Subordinate and coordinate conjunctions EN6OL-IIh-6 React on the content of the material presented		EN6WC-IIh-2.2.9 Write a 4-paragraph comp showing- problem and sol EN6G-IIh-8.3; EN6G-IIh-8.

	Read grade level text with accuracy, appropriate rate and proper expression EN6A-IIh-16 Observe politeness at all times EN6A-IIh-17 Show tactfulness when communicating with others EN6A-IIh-18 Show openness to criticism		EN6F-II-1.6; EN6F-II-1.3; EN6F-II-1.7 Read grade level text with accuracy, appropriate rate and proper expression		Compose clear and coherent sentences using appropriate grammatical structures: - Subordinate and coordinating conjunctions EN6OL-IIh-6 React on the content of
II. CONTENT	“Someday” (Poem) “I Can Fly” (Poem)		“Going to Bed” (Poem) Coordinating Conjunctions	“A Surprise for Me”	Writing a Composition
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	Activity Sheet in English 6 (Quarter 2: Week 8 Day 1-2)		Activity Sheet in English 6 (Quarter 2: Week 8 Day 3)	Activity Sheet in English 6 (Quarter 2: Week 8 Day 4)	Activity Sheet in English 6 (Quarter 2: Week 8 Day 5)
B. Other Learning Resources	Ney, James W., et.al. Good English Brown Book Concepts/ Skills/ Experiences. River Forest, Illinois: LAIDLAW BROTHERS, 1979. A Division of Doubleday and Company, Inc. ISBN O-8445-2233-3 pp.32-34; 214-215		Ney, James W., et.al. Good English Brown Book Concepts/ Skills/Experiences. River Forest, Illinois: LAIDLAW BROTHERS, 1979. A Division of Doubleday and Company, Inc. ISBN O-8445-2233-3 pp.250-251 Amazon.co.uk. "Conjunctions." www.google.com.ph. Accessed July 30, 2017.	Amazon.co.uk."Conjunctions." www.google.com.ph Accessed July 30, 2017.	Great Teaching with Graphic Organizers. Scholastic Professional Books, Original File Submitted and Forthright by DepEd Club Member - visit depedclub.com for more
IV. PROCEDURES					
A. Review/Presenting New Lesson	Present the Groupie output assigned to the learners last week.		Read “To the Learner” Activity Sheet in English 6 (Quarter 2: Week 8-Day 3, p.1)	Checking of the previous day’s assignment.	Read “To the Learner” Activity Sheet in English 6 (Quarter 2: Week 8-Day 5, p.1)
B. Establishing a purpose for the lesson	Read “ To the Learner” and “Let’s Learn This” Activity Sheet in English 6 (Quarter 2: Week 8-Day 1&2, p.1)		Read “Let’s Learn This” Activity Sheet in English 6 (Quarter 2: Week 8-Day 3, p.1)	Read “To the Learner” and “Let’s Learn This”	Read “Let’s Learn This” Activity Sheet in English 6 (Quarter 2: Week 8-Day 5, p.1)

			Activity Sheet in English 6 (Quarter 2: Week 8-Day 4, p.1)	
C. Presenting examples/ instances of the new lesson	Do “Let’s Try This” Task 1: Picture Analysis Activity Sheet in English 6 (Quarter 2: Week 8-Day 1&2, p.1)	Do “Let’s Try This” Task 1: Picture Analysis Activity Sheet in English 6 (Quarter 2: Week 8-Day 3, p.1)	Do “Let’s Try This” Task 1: Picture Analysis Activity Sheet in English 6 (Quarter 2: Week 8-Day 4, p.1)	Do “Let’s Try This” Task 1: Picture Analysis Unscrambled Activity Sheet in English 6 (Quarter 2: Week 8-Day 5, p.1)
D. Discussing new concepts and practicing new skills #1	Do “Let’s Try This” Task 2: Read Along Activity Sheet in English 6 (Quarter 2: Week 8-Day 1&2 p.2)	Do “Let’s Try This” Task 2: Read Along and Task 3: Talk About It Activity Sheet in English 6 (Quarter 2: Week 8-Day 3, p.2)	Do “Let’s Try This” Task 2: Read Along and “Let’s Try This” Task 3: Think About It Activity Sheet in English 6 (Quarter 2: Week 8-Day 4, p.2)	Do “Let’s Try This” Task 2: Read Along and Task 3: Think About It Activity Sheet in English 6 (Quarter 2: Week 8-Day 5, p.2)
E. Discussing new concepts and practicing new skills #2	Read “Let’s Study This” Activity Sheet in English 6 (Quarter 2: Week 8-Day 1&2, p. 2)	Read “Let’s Study This” Activity Sheet in English 6 (Quarter 2: Week 8-Day 3, p. 3)	Read “Let’s Study This” Activity Sheet in English 6 (Quarter 2: Week 8-Day 4, pp. 3-4)	Read “Let’s Study This” Activity Sheet in English 6 (Quarter 2: Week 8-Day 5, p. 4)
F. Developing mastery (leads to Formative Assessment 3)	Do “Let’s Do This” Task 3: Talk About It Activity Sheet in English 6 (Quarter 2: Week 8-Day 1&2, pp. 2-3)	Do “Let’s Do This” Task 3: Write Ups! Activity Sheet in English 6 (Quarter 2: Week 8-Day 3, p.3)	Do “Let’s Do This” Task 4: Choosy Me! Activity Sheet in English 6 (Quarter 2: Week 8-Day 4, p. 4)	Do “Let’s Do This” Task 4: Choosy Me! Caterpillar Ideas Activity Sheet in English 6 (Quarter 2: Week 8-Day 5, p. 4)
G. Finding practical applications of concepts and skills in daily living	Do “Let’s Do More” Task 4: Pair Up Activity Sheet in English 6 (Quarter 2: Week 8-Day 1&2, p. 3)	Do “Let’s Do More” Task 4: Match Up Activity Sheet in English 6 (Quarter 2: Week 8-Day 3, p. 4)	Do “Let’s Do More” Task 4: Sing Along Activity Sheet in English 6 (Quarter 2: Week 8-Day 4, p. 5)	Do “Let’s Do More” Task 4: Sing Along Up Activity Sheet in English 6 (Quarter 2: Week 8-Day 5, p. 5)
H. Making generalizations and abstractions about the lesson	Read “Let’s Remember This” Activity Sheet in English 6 (Quarter 2: Week 8-Day 1&2, p. 4)	Read “Let’s Remember This” Activity Sheet in English 6 (Quarter 2: Week 8-Day 3, p. 4)	Read “Let’s Remember This” Activity Sheet in English 6 (Quarter 2: Week 8-Day 4, p. 5)	Read “Let’s Remember This” Activity Sheet in English 6 (Quarter 2: Week 8-Day 5, p. 5)
I. Evaluating learning	Do “Let’s Evaluate” Task 5: Analyze This Activity Sheet in English 6 (Quarter 2: Week 8-Day 1&2, p. 4)	Do “Let’s Test Ourselves” Task 5 Testing... 1,2,3! Activity Sheet in English 6 (Quarter 2: Week 8-Day 3, p. 5)	Do “Let’s Test Ourselves” Task 5 Testing... 1,2,3! Activity Sheet in English 6 (Quarter 2: Week 8-Day 4, pp. 5-6)	Do “Let’s Test Ourselves” Task 5 Do the final revision of your work. Activity Sheet in English 6 (Quarter 2: Week 8-Day 5, p. 6)
J. Additional activities for application or remediation	Do “Let’s Create” Task 5: Art Attack Activity Sheet in English 6 (Quarter 2: Week 8-Day 1&2, p.5)	Ask: What are subordinate conjunctions? Give some examples and use them in a sentence.	Tell: Think about common problems that we encounter in our community today. List down common topics that might interest you.	Tell: Choose the best composition and have it published/ displayed in the classroom bulletin board.
V. REMARKS	___Lesson carried. Move on to the next objective.	___Lesson carried. Move on to the next objective.	___Lesson carried. Move on to the next objective.	___Lesson carried. Move on to the next objective.

	___ Lesson not carried ___ Re-teaching ___ Transfer of lesson to the following day ___ Lack of Time ___ No class ___ Achieved	___ Lesson not carried ___ Re-teaching ___ Transfer of lesson to the following day ___ Lack of Time ___ No class ___ Achieve	___ Lesson not carried ___ Re-teaching ___ Transfer of lesson to the following day ___ Lack of Time ___ No class ___ Achieve	___ Lesson not carried ___ Re-teaching ___ Transfer of lesson to the following day ___ Lack of Time ___ No class ___ Achieve	___ Lesson not carried ___ Re-teaching ___ Transfer of lesson to the following day ___ Lack of Time ___ No class ___ Achieve
VI. REFLECTION					
A. No. of learners earned 80% in evaluation.	___ % of the pupils got 80% mastery	___ % of the pupils got 80% mastery	___ % of the pupils got 80% mastery	___ % of the pupils got 80% mastery	

B. No. of learners who require additional activities for remediation.	___ of Learners who require additional activities for remediation	— — — o f L e a r n e r s w h o r e q u i r e a d d i t i o n a l a c t i v i t i e s	___ of Learners who require additional activities for remediation	— — — o f L e a r n e r s w h o r e q u i r e a d d i t i o n a l a c t i v i t i e s	— — — o f L e a r n e r s w h o r e q u i r e a d d i t i o n a l a c t i v i t i e s

		o r r e m e d i a t i o n		o r r e m e d i a t i o n	o r r e m e d i a t i o n
C. Did the remedial lessons work? No. of learners who have caught up with the lesson	___Yes ___No ____ of Learners who caught up the lesson	— — — Y e s — — — N o — — — — o f L e a r n e r s w h o c a u	___Yes ___No ____ of Learners who caught up the lesson	— — — Y e s — — — N o — — — — o f L e a r n e r s w h o c a u	— — — Y e s — — — N o — — — — o f L e a r n e r s w h o c a u

		g h t u p t h e l e s s o n		g h t u p t h e l e s s o n	g h t u p t h e l e s s o n
D. No. of learners who continue to require remediation.	___ of Learners who require additional activities for remediation	— — — o f L e a r n e r s w h o r e q u i r e a d d i t i o	___ of Learners who require additional activities for remediation	— — — o f L e a r n e r s w h o r e q u i r e a d d i t i o	— — — o f L e a r n e r s w h o r e q u i r e a d d i t i o

		n a l a c t i v i t i e s f o r r e m e d i a t i o n		n a l a c t i v i t i e s f o r r e m e d i a t i o n	n a l a c t i v i t i e s f o r r e m e d i a t i o n
E. Which of my teaching strategies worked well? Why did these work?	Strategies used that work well: ___ 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 Why?	S t r a t e g i e s u s e d t h a	Strategies used that work well: ___ 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 Why? ___ Complete Ims	S t r a t e g i e s u s e d t h a	S t r a t e g i e s u s e d t h a

	___ Complete Ims	t	___ Availability of Materials	t	t
	___ Availability of Materials	w	___ Pupils' eagerness to learn	w	w
	___ Pupils' eagerness to learn	o	___ Group member's	o	o
	___ Group member's	r	Cooperation in doing their	r	r
	Cooperation in doing their	k	tasks	k	k
	tasks	w		w	w
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		p		p	p
		o		o	o

		W e r p o i n t p r e s e n t a t i o n — — — A n s w e r i n g p r e l i m i n a r y		W e r p o i n t p r e s e n t a t i o n — — — A n s w e r i n g p r e l i m i n a r y	W e r p o i n t p r e s e n t a t i o n — — — A n s w e r i n g p r e l i m i n a r y
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			a c t i v i t i e s / e x e r c i s e s — — — D i s c u s s i o n — — — C a s e M e t		a c t i v i t i e s / e x e r c i s e s — — — D i s c u s s i o n — — — C a s e M e t	a c t i v i t i e s / e x e r c i s e s — — — D i s c u s s i o n — — — C a s e M e t
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		h o d — — — T h i n k — p a i r — S h a r e (T P S) — — — R e r e a d i n g o f p a r		h o d — — — T h i n k — p a i r — S h a r e (T P S) — — — R e r e a d i n g o f p a r	h o d — — — T h i n k — p a i r — S h a r e (T P S) — — — R e r e a d i n g o f p a r
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		a g r a p h s / p o e m s / S t o r i e s — — — D i f f e r e n t i a t e d l i n s t r u		a g r a p h s / p o e m s / S t o r i e s — — — D i f f e r e n t i a t e d l i n s t r u	a g r a p h s / p o e m s / S t o r i e s — — — D i f f e r e n t i a t e d l i n s t r u
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		c t i o n — — — R o l e p l a y i n g / D r a m a — — — D i s c o v e r y M e t h o d		c t i o n — — — R o l e p l a y i n g / D r a m a — — — D i s c o v e r y M e t h o d	c t i o n — — — R o l e p l a y i n g / D r a m a — — — D i s c o v e r y M e t h o d
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[illegible]

		l i t y o f M a t e r i a l s — — — p u p i l s , e a g e r n e s s t o l e a r n — —		l i t y o f M a t e r i a l s — — — p u p i l s , e a g e r n e s s t o l e a r n — —	l i t y o f M a t e r i a l s — — — p u p i l s , e a g e r n e s s t o l e a r n — —
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		G r o u p m e m b e r , s C o o p e r a t i o n i n d o i n g t h e i r t a s k s		G r o u p m e m b e r , s C o o p e r a t i o n i n d o i n g t h e i r t a s k s	G r o u p m e m b e r , s C o o p e r a t i o n i n d o i n g t h e i r t a s k s
F. What difficulties did I encounter which my principal or supervisor can help me solve?	☐ Bullying among pupils ☐ Pupils' behavior/attitude ☐ Colorful Ims	☐ ☐ B	☐ Bullying among pupils ☐ Pupils' behavior/attitude ☐ Colorful Ims	☐ ☐ B	☐ ☐ B

	__ Unavailable Technology Equipment (AVR/LCD) __ Science/ Computer Internet Lab __ Additional Clerical works __ Reading Readiness __ Lack of Interest of pupils	u l l y i n g a m o n g p u p i l s — — p u p i l s , b e h a v i o r / a t t i t u d e	__ Unavailable Technology Equipment (AVR/LCD) __ Science/ Computer Internet Lab __ Additional Clerical works __ Reading Readiness __ Lack of Interest of pupils	u l l y i n g a m o n g p u p i l s — — p u p i l s , b e h a v i o r / a t t i t u d e	u l l y i n g a m o n g p u p i l s — — p u p i l s , b e h a v i o r / a t t i t u d e
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		— Colorful Mills — Unavailable Technology Online Registry Equipment		— Colorful Mills — Unavailable Technology Online Registry Equipment	— Colorful Mills — Unavailable Technology Online Registry Equipment	— Colorful Mills — Unavailable Technology Online Registry Equipment
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		t (A V R / L C D) — S c i e n c e / C o m p u t e r I n t e r n e t L a b — A d d		t (A V R / L C D) — S c i e n c e / C o m p u t e r I n t e r n e t L a b — A d d	t (A V R / L C D) — S c i e n c e / C o m p u t e r I n t e r n e t L a b — A d d
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		Additional Clerical Works – Reading Responsories – Lacks		Additional Clerical Works – Reading Responsories – Lacks	Additional Clerical Works – Reading Responsories – Lacks
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		o f I n t e r e s t o f p u p p i l s		o f I n t e r e s t o f p u p p i l s	o f I n t e r e s t o f p u p p i l s
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?	Planned Innovations: ___ Localized Videos ___ Making use big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition ___ Flashcards	P l a n n e d I n n o v a t i o n s : — — L o c a l	Planned Innovations: ___ Localized Videos ___ Making use big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition ___ Flashcards	P l a n n e d I n n o v a t i o n s : — — L o c a l	P l a n n e d I n n o v a t i o n s : — — L o c a l

		i z e d V i d e o s — — M a k i n g u s e b i g b o o k s f r o m v i e w s o f t h e		i z e d V i d e o s — — M a k i n g u s e b i g b o o k s f r o m v i e w s o f t h e	i z e d V i d e o s — — M a k i n g u s e b i g b o o k s f r o m v i e w s o f t h e
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		o c a l i t y — R e c y c l i n g o f p l a s t i c s t o b e u s e d a s i n s t r u		o c a l i t y — R e c y c l i n g o f p l a s t i c s t o b e u s e d a s i n s t r u	o c a l i t y — R e c y c l i n g o f p l a s t i c s t o b e u s e d a s i n s t r u
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		c t i o n a l M a t e r i a l s — l o c a l p o e t i c a l c o m p o s i t i o n —		c t i o n a l M a t e r i a l s — l o c a l p o e t i c a l c o m p o s i t i o n —	c t i o n a l M a t e r i a l s — l o c a l p o e t i c a l c o m p o s i t i o n —
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		F l a s h c a r d s		F l a s h c a r d s	F l a s h c a r d s
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