



GRADES 1 to 12  
DAILY LESSON LOG

School:  
Teacher:  
Teaching Dates and  
Time: (WEEK 1)

Grade Level: VI  
Learning Area: ENGLISH

Quarter: 1<sup>ST</sup> QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>I. OBJECTIVES</b>					
<b>A. Content Standards</b>			Relate an experience appropriate to the occasion.	Demonstrates understanding of various linguistics nodes to comprehend various texts	Compose clear and coherent sentences using appropriate grammatical structures: Pluralization of regular nouns
<b>B. Performance Standards</b>			Infer meaning of idiomatic expressions using context clues.	Analyzes text types to effectively understand information/message(s)	
<b>C. Learning Competencies</b>		<b>Listening</b> Analyze sound devices (onomatopoeia, alliteration, assonance, personification, irony and hyperbole) in a text heard	<b>Speaking</b> Derive meaning of common idioms through text.	<b>Reading</b> Analyze sound devices (onomatopoeia, alliteration, assonance, consonance)	<b>Speaking</b> Compose clear and coherent sentences using appropriate grammatical structures: Pluralization of regular nouns
Write the LC code for each		<b>EN6LC-Ia-2.3.1 – EN6LC-Ia-2.3.8</b>	<b>EN6V-Ia-12.3.1 En6v-Ia-2.3.1</b>	<b>ENGRC –IA 2.3.1 ENGRC –IA 2.3.1</b>	<b>ENGG-1A-2.3.1</b>
<b>II. CONTENT (Subject Matter)</b>		Analyzing sound devices (onomatopoeia, alliteration, assonance, personification, irony and hyperbole) in a text heard	Inferring meaning of idiomatic expression using context clues.	Analyzing sound devices (onomatopoeia, alliteration, assonance, consonance)	Composing clear and coherent sentences using appropriate grammatical structures: Pluralization of regular nouns
<b>III. Learning Resources</b>					
<b>A.References</b>					
<b>1.Teacher’s Guide Pages</b>		Curriculum Guide EN6LC-Ia-2.3.1 – EN6LC-Ia-2.3.8	PELC III 3.3		
<b>2.Learner’s Materials Pages</b>		English for All Times 6 (Reading) pp.144-147	Growing in English 6 (Reading), pages 228-229	English for all times (Reading), pages 144-146	English For You and Me (Reading) pp. 46-48
<b>3.Textbook Pages</b>		English For You and Me (Reading) pp. 51- 52			
<b>4. Additional Materials from Learning Resources (LR) Portal)</b>		Using Figurative Speech, lrmids	Using Figurative Speech, lrmids		
<b>B.Other Learning Resources</b>		Copy of poem, pictures, videos		charts/paragraph, pictures	Pictures, charts
<b>IV.PROCEDURES</b>					

<b>A.Review Previous Lessons</b>		1. Spelling drill # 1 2. Say: Do you love to read poems?	Tell the figure of speech used in each expression as <u>simile</u> , <u>personification</u> , <u>hyperbole</u> , or <u>onomatopoeia</u> . <ol style="list-style-type: none"> <li>The moon rose from its sleep.</li> <li>The princess is as lovely as a rose.</li> <li>The wings flapped and flapped.</li> <li>I could kill you for tickling me.</li> <li>You're an angel sent from heaven.</li> </ol>	What do you see in the picture? Can you imitate the sounds of it?	Read the following sentences written on a piece of paper to be given by your group. The teacher will ask the class to read the underlined words.Say: class these are regular nouns.
<b>B. Establishing purpose for the Lesson</b>		What makes a poem different from other literary piece?	The purpose of the lesson is for the pupils to relate an expression to the occasion and infer meaning of idiomatic expressions using context clues.	Explaining the pupils what to do	Say;Class our lesson for today is composing clean and coherent sentences using appropriate grammatical structures; pluralization of regular nouns.
<b>C. Presenting examples /instances of the new lessons</b>		Let the students listen to the poem <u>Clouds</u>	Children, listen how I speak to you! (The teacher speaks with a very loud voice saying: Children, listen to me! Then, in a gentle manner, say again the same words) Which way do you like me to speak? Why? Let us say it in two ways. Which way do you like it to say? Why?	Class our lesson for today is about the sound devices using onomatopoeia, alliteration and assonance	The woman was crying.
<b>D. Discussing new concepts and practicing new skills #1.</b>		Answer the questions after the poem.	Unlocking Difficulties “Hidden Words” Find the word described by the phrases from the row of letters at the left. Encircle the word you find within. <ol style="list-style-type: none"> <li>raharshlmo-irritating; offensive</li> </ol>	What is alliteration?  Alliteration happens when words that start with the same sound are used close together in a phrase or sentence. The sound is usually consonant and the words don't have to be	1. What is the regular nouns used in the first example?2.In the second example,what is the regular noun used?

			<div><div>b. daccentson- a modulation of the voice</div><div>c. caremaingep- to remember; to stay</div><div>d. msgrievetlos- fail; cause of pain; sadness</div><div>e. thecare- wornte- harassed with troubles or worries</div><div>f. meatdepartment- to leave; to go away</div><div>g. reneternityork- endless or limitless time</div><div>h. armarke- to inflict serious bodily harm on; destroy</div></div>	<div>always right next to one another.</div> <div>Original File Submitted and Formatted by DepEd Club Member - visit <a href="http://depedclub.com">depedclub.com</a> for more</div>	
<div>E. Discussing new concepts &amp; practicing and concern to new skills #2</div>		<div>Identify the sound devices used in the poem</div>	<div>Presentation</div> <div>Read the poem altogether.</div> <div>SPEAK GENTLY</div> <div>-David Bates</div> <div>Speak gently; it is better far</div> <div>To rule by love than fear,</div> <div>Speak gently; let no harsh word mar</div> <div>The good we may do here.</div> <div>Speak gently to the little child;</div> <div>It's love be sure to gain;</div> <div>Teach it in accents soft and mild,</div> <div>It may not long remain.</div> <div>Speak gently to the aged one;</div> <div>Grieve not the care- worn heart,</div>	<div>What is an Onomatopoeia?</div> <div>Onomatopoeia is when a word's pronunciation imitates it's sound.</div>	<div>Say.Example in #1 is pluralization of regular nouns.</div>

			<p>Whose sands of life are nearly run; Let such in peace depart.</p> <p>Speak gently; it's a little thing Dropped in the heart's deep well; The good the joy that it may bring Eternity shall tell.</p>		
<b>F.Developing Mastery (Leads to Formative Assesment 3</b>		The teacher will give more examples of texts using the different sound devices	<p>Analysis and Discussion</p> <p>a. What is the poem all about?</p> <p>b. What do the following phrases mean?</p> <ul style="list-style-type: none"><li>- 'Tis a little thing dropped in the heart's deep well.</li><li>- Rule by love; rule by fear</li><li>- It's love be sure to gain</li><li>- Teach in accents soft and mild</li><li>- Care- worn heart</li><li>- Sands of life are nearly run</li><li>- Let such in peace depart</li><li>- Heart's deep well</li><li>- Eternity shall tell</li></ul> <p>c. How do we learn the meaning of each phrase? What help us understand it?</p> <p>d. We learn the meaning of phrases through the</p>	<p>The teacher will give more sample of sound devices (onomatopoeia, alliteration, assonance.)</p> <p>Which example / sentence imitates it's sound?</p> <p>Which sentence start with the same sound are used closed close together in a phrase or sentence?</p>	<p>Have a draw lots on who are going to present their answer first. Group 1.Complete each sentences using the regular nouns. (etc.)</p>

			<p>context of the poem. These are called idioms.</p> <p>e. What are the importance of idioms?</p>		
<b>G. Finding Practical Applications of concepts and skills in daily living</b>		The teacher will present sentences using different sound devices and the students will identify the figure of speech used	<p>Read and analyze the sentences. Underline the idioms used in each.</p> <ol style="list-style-type: none"> <li>The foreigner can easily get along with the native.</li> <li>The sampaguita in your car gives off a sweet smell.</li> <li>Eden has a very attractive getup.</li> <li>My mother looks forward to the coming of my sister from Hawaii.</li> <li>We have to look up to our parents.</li> </ol>	The teacher will present new sentences to analyze the sounds devices.	Pandora's Box Pick one strip of paper and choose the correct noun to be used. (Use different colored papers)
<b>H. Making Generalizations &amp; Abstractions about the lessons</b>		What an onomatopoeia? Alliteration? Assonance? Personification? Irony? Hyperbole?	What are idioms? Idioms are words/ phrases used in a way that is different from the usual dictionary meaning of each word that make it up. Idioms can liven up your writing. To figure out the meaning of idioms, use context clues and individual word meanings.	What is onomatopoeia? Alliteration? Assonance?	How do we form the plural forms of regular nouns?
<b>I.Evaluating Learning</b>		Tell what figure of speech is used in each of the following sentences.	<p>Choose the right idiom below to complete the sentences.</p> <ol style="list-style-type: none"> <li>Lina is very happy. She must have _____.</li> <li>Ading is a very bright boy. In fact, he belongs to the _____ in his school.</li> </ol>	<p>Read and analyze the sound devices used in the sentences (onomatopoeia, alliteration, assonance)</p> <ol style="list-style-type: none"> <li>The early bird catches the worm.</li> <li>The squeaky wheel gets the grease.</li> </ol>	Write 5 sentences using plural form of regular nouns.

			<p>3. Mother Theresa was ine lady _____. 4. Even if it is raining, the class will _____ with their exposure trip. 5. Mother will go to the market, so I'll stay to _____ my baby sister. 6. It takes one with an _____ to accept other's opinions calmly. 7. Litowill _____ his right to play in the basketball team. 8. A famous basketball player was invited to _____ on the opening day of the sportsfest. 9. When the victim _____, the police was able to identify the suspects. 10. If you want to _____ in the class, you have to study hard.</p> <p>look after      stand up for awakened on the right side of the bed start the ball rolling opened up      be a star with a golden heart push through      open mind cream of the crop</p>	<p>3. Go and mow the lawn. 4. The cows in the pasture mooed loudly. 5. The doors in the old house creaked as the wind blew through the broken windows.</p>	
J. Additional activities for application or remediation		For those pupils who got 74% and below, the teacher has prepared activity that will make the pupils understand the concept of the lesson	<p>Give the meaning of the idioms in each sentence and use it in a sentence.</p> <ol style="list-style-type: none"><li>1. The <u>fatal blow</u> of Kid Kidlat killed his opponent.</li><li>2. The <u>cold war</u> between the girls was reported by the boys to their teacher.</li></ol>	List down sentences with sound devices (onomatopoeia, alliteration, assonance)	Give examples of sentences using pluralization of regular nouns.

			<div>3. Our teacher <u>put an end</u> to the negative relationship of the girls.</div> <div>4. Her beauty made her <u>stand out</u> in the crowd.</div> <div>5. My allowance was <u>cut down</u> by my mother because I overspent my pocket money.</div>		
V.REMARKS					
VI. Reflection					
A.No. of learners who earned 80% in the evaluation					
B. No. of learners who requires additional acts.for remediation who scored below 80%					
C. Did the remedial lessons work? No. of learners who caught up with the lessons					
D. No. of learners who continue to require remediation					
E. Which of my teaching strategies worked well? Why did this work?					
F. What difficulties did I encounter which my principal/supervisor can help me solve?					
G. What innovations or localized materials did I used/discover which I wish to share with other teachers?					