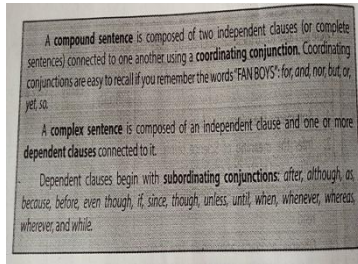
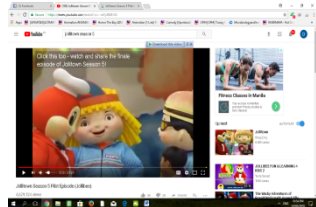
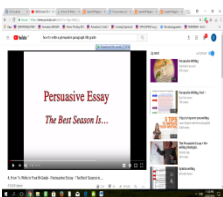


 GRADES 1 to 12 DAILY LESSON LOG	School:	Visit DepEdResources.com for More	Grade Level:	VI
	Teacher:		Learning Area:	ENGLISH
	Teaching Dates and Time:	MAY 13 – 17, 2024 (WEEK 7)	Quarter:	4 TH QUARTER

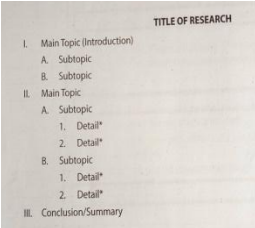
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES					
A. Content Standards	- Demonstrates understanding of various non-verbal elements in orally communicating information - Demonstrates understanding that words are composed of different parts to know that their meaning changes depending in context - Demonstrates understanding of verbal and non-verbal elements of communication to respond back - Demonstrate understanding of the research process to write a variety of texts - Demonstrates understanding that a change in stress entails a change of meaning to evaluate the speaker’s/author’s purpose and meaning				
B. Performance Standards	- Orally communicates information, opinions and ideas effectively to different audiences for a variety of purposes - Uses strategies to decode correctly the meaning of words in isolation and in context - Uses a variety of strategies to provide appropriate feedback - Uses a variety of research strategies to effectively write a variety of texts for various audiences and purposes - Uses knowledge of stress and intonation of speech to appropriately evaluate the speaker’s intention, purpose and meaning				
C. Learning Competencies/ Objectives	Summarize the information from a text heard Inferring meaning of content-specific terms using -context clues -affixes and roots -other strategies	Use appropriate graphic organizer in text read	Use various types and kinds of sentences for effective communication of information/ideas (Compound-Complex Sentence)	Conduct short research projects on a relevant issue Make connections between information viewed and personal experiences	Compose three-paragraph persuasive essay on self-selected topic
<i>Write the LC code for each</i>	EN6OL-IVg-3.6 ENGV-IVg-12.3.3 ENGV-IVg-12.4.1.3 EN6V-IVg-12.4.2.3	EN6RC-IVg-2.15.2	EN6SS-IVg-1.10	EN6SS-IVg-2.3 EN6VC-IVg-1.4	EN6WC-IVg-2.2.11
II. CONTENT (Subject Matter)	Clarifying meaning of text heard Inferring meaning of borrowed word Context clues	Graphic organizer Research projects	Compound-Complex Sentence	Used to influence viewers Stereotypes, point of view , propaganda	Composing paragraph

III. LEARNING RESOURCES											
A. References											
1.Teacher’s Guide/Pages	Curriculum Guide pp 138 of227										
2.Learner’s Materials Pages											
3.Textbook Pages	Essentials English 6 pp.372-373	Essentials English 6 pp.373--376	Essentials English 6 pp.378-379	Essentials English 6 pp. 376	Essentials English 6 p 380						
4.Additional Materials from Learning Resource(LR)portal											
B. Other Learning Resources	powerpoint	Chart, worksheet	powerpoint	powerpoint	Powerpoint						
III. PROCEDURES											
A. Reviewing previous lesson or presenting new lesson	Arrange the jumble words to form the informational text needed in making a summary. What tell text the all is about. Topic the identify. Points key the tell.	Add tion/ ion to the following words. 1.transfuse 2.progress 3.obsess 4.confess 5.televisе 6.supervise	Recall what the difference between a compound sentence to a complex sentence. 	Write the clue words in the box where they belong. We she him my me You he I mine her they Them <table><tr><td>First person</td><td>Second Person</td><td>Third Person</td></tr><tr><td></td><td></td><td></td></tr></table>	First person	Second Person	Third Person				How to write a persuasive paragraph. Watch a video to know what is a persuasive paragraph? 
First person	Second Person	Third Person									
B. Establishing a purpose for the lesson	Each group will be given a picture puzzle of climate change. Then tell something about climate change .	The following underlined words are found in the story we are going to read today. Give their meaning using context clues. 1. She screamed in fright and <u>scamperd</u> away, dropping her shawl in her hurry. a. Jump b. Run 2. He grabbed the <u>dagger</u> which he had always brought with him. a. Gun b. Knife	Study the following sentence. 1. Their parents disapproved of their relationship and tried to separate them, but forbidden love would always find a way. 2. When the night came, Thisbe secretly slipped out of the house to meet Pyramus. Identify what type of sentence are they, and why. Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	Watch any one of these episodes of Jollitown at www.youtube.com/watch?=u6jXQA18juA 	Watch another video to learn more how you can write a persuasive paragraph. 						

		3. The beast trampled on her shawl, and <u>wrenched</u> it with its teeth as it let loose a frightening roar. a.violent motion b. quiet motion			
C. Presenting examples/ instances of the new lesson	Listen to the second part of the text about climate change. Summarize the information you heard by answering this question to help you identify the key points. - What are the serious effects of climate change? Climate Change, part 2 All across the world, people are taking action because climate change has serious impacts, locally and globally. Scientists predicted that warming oceans and melting glaciers due to global warming and climate change could cause sea levels to rise 7–23 inches by the year 2100. Worldwide, densely populated coastal communities and the infrastructure that support them would be affected (such as city buildings and homes, roads, ports, and wastewater treatment plants). Some would be flooded or more vulnerable to storm damage. In flat terrain, the shoreline could move many miles inland. Other effects are also serious. In some places, floods and/or drought could become more frequent and more severe. Even seemingly less dramatic local changes in temperature, precipitation, and soil moisture could severely impact many things important to human life and all life around us, including: - natural ecosystems - agriculture and food supplies - human health - forestry - water resources and availability - energy use - transportation Many people are concerned that we are losing time to make a difference. Climate change and its effects may be irreversible. Life could become very difficult for some populations—plant, animal, and human. Species, cultures, resources, and many lives could be lost.	Have you heard a story about red mulberries.  Are they edible? Let find out why mulberries turned blood-red. The Legend of the Red Mulberries The Legend of the Red Mulberries Long time ago, in an old city in ancient Babylon, there lived a handsome youth named Pyramus and a lovely girl named Thisbe. They grew up together in their neighborhood, for their parents had married them to each other in the days passed. They grew so fond of each other that when they were falling in love. One particular day, because of their relationship and not to separate them, but to make love easier, Pyramus and Thisbe soon discovered that between the corner walls of their houses was a little chink. They very often took to the wall, almost from each other's lips, and to whisper sweetly to one another—with Thisbe on one side and Pyramus on the other. At last, the dividing wall that separated their houses became the reason by which they could be joined. At last, the day came when the young men thought of carrying away the girl. But when they were near at the corner, under the tall tree which was full of white mulberries, when the night came, Thisbe secretly slipped out of the house to meet Pyramus. When she reached the place, Pyramus was not yet there, so she decided to wait. Thisbe had not been there long when she heard a lightening roar behind her back. A fierce jess coming her way! In jess showed traces of fresh blood and, both seemed ready to meet jess coming her way! In jess showed traces of fresh blood and, both seemed ready to meet jess coming her way! She screamed in fright and scampered away, dropping her shawl as her foot hit it. She turned on her heel, and watched it with its teeth as it let loose a lightening roar. Then it left, leaving the bloodied shawl at the foot of the tree. Luckily for Thisbe, she was able to hide under the bushes at the back of a big building. That had shelter from the lion's frightful attack. Not so long after that, Pyramus arrived. He looked around for Thisbe. She was nowhere, but right under the mulberry tree where they were supposed to meet, he found Thisbe's bloodied shawl. "Oh, no!" he cried. "What horror has befallen you? Oh, my God! What could have happened to her?" Pyramus examined the shawl. The blood was fresh. "Could it be...? I think, oh, my love! Embrace me up to her heart. No fear!" "I am to be blessed for all of them, if I had not asked her to run away with me... I had only arrived once enough..." Pyramus swept with all his heart. When he could hear her no longer, Pyramus searched for his belt. He grabbed the dagger which he had always brought with him. He held the dagger close to his heart. "Without my love, life for me is not worth living. Pyramus, Thisbe, and for me, my love, I will follow you!" Then Pyramus thrust the dagger into his heart, and under the tall mulberry tree, blood with which he died, Pyramus bled to rest. A few minutes later, Thisbe returned to the place where she would meet her lover. As she approached the place, she was supposed to see Pyramus lying in a pool of blood. "Oh, my God!" she exclaimed. "Pyramus, why?" Then she cursed and blamed herself for leaving the place—for not being there early enough for him. She thought that Pyramus had killed himself when he did not find her. Thisbe noticed the dagger which Pyramus had used. Clutching the dagger close to her heart, she stepped almost before she could that Pyramus had killed himself. "Pyramus, without you, I wouldn't want to live anymore!" Then she thrust the dagger into her heart and fell down embracing the love of her life. In the morning, when the sun had risen, the people saw the bodies of Pyramus and Thisbe lying in a pool of blood. Nobody witnessed the romantic incident. Nobody except the tall mulberry tree with white... no, not white mulberries! The mulberries were all deep red, like the color of blood.	Use a coordinating conjunction to join each pair of the independent clause into a compound sentence. - Mathematics seems hard for many pupils. There are techniques for improving one's mathematical skills. - Zachary is an excellent student. He received a medal. - The library is quiet place to study. We prefer to study at home. - Some animals are endangered. Many people are working to protect them. - Fasten your seatbelt. You might ne injured.	W atch another video about propaganda.  What are the different propaganda that can influence you?	Write a three=paragraph persuasive essay on any of these topics. - Getting a cat as pet - Visiting your hometown - Starting a good habit - Volunteering to Gawad Kalinga - Avoiding junk food - Stopping a bad habit

		were all deep red, like the color of blood The people looked up and wondered. Red mulberries! They were not the mulberries that they used to know. Since then, the red mulberries that only grew in that part of the earth multiplied until they reached far places. —Adapted from Greek Mythology, Essential English 6, 1st ed. Answer the following questions: 1.Where did this story take place? 2.In what place did Pyramus and Thibe agree to meet as they planned to run way 3.What happened when Thisbe arrived at their meeting place? 4.What happened when Pyramus arrived? 5.do you believe that Pyramus and Thisbe loved each other truly and deeply? Prove your answer. 6.What could have prevented this incident from happening? 7.How do you think did the old folks explain why thwe white mulberries turned into red fruits?			
D. Discussing new concepts and practicing new skills #1	Study the following words. Erosion explosion Revolution eruption Conclusion abrasion What do you notice about the following words? The suffix -tion occurs in words of Latin origin, used to form abstract nouns from verbs to express action or a	Sequence the event in the story we read using graphic organizer. Sequencing Write a sentence and draw a picture to show the correct order of events from the story. First Next Then Last ©2012 Amber Publ- Adventures of a Third Grade Teacher	Use subordinating (though, if , when, because etc.) to connect the sentences into one complex sentence. 1. Deanne needs to learn English. Gianah will teach her. 2. It was drizzling outside. They went for a walk. 3. Kyla needs to ask me. I will buy it for her. 4. Keith played football extremely well. He was very young.		

	state. If the word rotation means the act of rotating, give the meaning of these terms in science that ends in -ion suffix.		5. Erik wants to get a new job. He is preparing for job interviews.		
E. Discussing new concepts and practicing new skills #2	Make new words by adding one of the given suffixes. -ion, tion 1. create-_____ 2.expand-_____ 3.ascend-_____ 4.reduce-_____ 5.act-_____ 6.promote-_____ 7.isolta-_____ 8.donate-_____ 9.evaporate-_____	Group activity Choose a part of the story that you can dramatize. Observe accuracy, appropriate expressions and correct pronunciation. Present your dramatization to the class.	Group activity Using the following dependent clause make a compound –complex sentence. 1. though you know the answer 2. although he agrees with me 3. how he found out 4. while you work on the cake 5. unless you can tell me		
F. Developing Mastery (Lead to Formative Assessment)	Complete the sentence by adding suffix tion/ion to the word in the inside theparentheses. 1.The police carried out an _____ into the crime.(investigate) 2.Joe had an _____ on his arm after he broke it.(opera 3.There was a lovely _____ on the cover of the book.(illustrate) 4._____speak louder than words.(act) 5. we were having a large _____built on the back of our.(extend).	Answer this questions: 1. Do you think that the unfornate death of Thisbe and Pyramus could have been avoided if only both of them arrived at the agreed time? 2. Do you think we can prevent these misfortunes from happening ? How?	Match the dependent clause with the right independent clause to form the compound –complex sentence. Then rewrite again the sentence. Dependent clause 1.when the teacher asked him for it 2.because his cousin is allergic to poultry 3.after I swept the garage Independent clause a.I love eating turkey at Thanksgiving but my friend’s family eats lasagna b.I asked my dad for my allowance but he only laughed at my request c.Tom knew my name, but he forgot it.	Watch another video then identify what kind of propaganda . 	

G. Finding practical application of concepts and skills in daily living.	Group Activity Use the following words in a sentence. 1. Rotation 2. Revolution 3. Evaporation 4. Eruption 5. erosion	Recall the initial research tasks you have done in Lesson 36. Organize all notes and information you gathered following the outline below. 		Group Acitivity Each group will present one of the kinds of propaganda. I- Name calling II- Glittering III- Bandwagon IV- Plain folks V- testimonial	
H. Making Generalization and Abstraction about the lesson	What are way in adding tion/ion to a root word? Usually a verb is use as a base word . example: Act-action deduce-deduction Spelling tips for adding -tion/ion. ● If the verb ends in a T just add - ion Example: Diffract- diffraction ● Remove a final e gefore adding -tion Example: Intervene- intervention ● Sometimes you must add or remove a vowel before adding -tion Example: Add – addition (add i) Register – registration (remove e) Evolve - evolution				

I. Evaluating Learning	Choose the letter of the correct answer. 1.Stop! You’re going in the wrong_____. a. director c. direction b.direct d. direcsson 2. She lost all her _____ in a fire. a.possesion c.possetion b.possess d. possessor 3. I have enjoyed our _____but I really must do some work. a.conversassion c.converse b.conversation d.conversion 4. Traffic was diverted because of a _____ on the highway. a.collission c. collition b. collide d. collision 5.I get a great feeling of _____ when I complete all my work. a.satisfaction c.satisfacsion b.satisfy d.satisfacsion		Choose the correct conjunction to complete the compound-complex sentence. 1.I hate writing essays, _____I hate writing poetry, _____I love giving speeches. a.but, because b.so, when c.for, before d.and ,though 2. _____Bob got his license, he drove to school everyday____he picked me up. a. after, and b. before, because c.while, though d. unless, and 3.____you find a job, you should work during the summer,_____you should cut back on your hours during the school year. a. while, because b. if, but c. before, so d. that, and 4.Ron is running for student council president,_____ he will not win _____ he does not gret the seniors’ vote. a. yet, while b. for, before c. but , if d. and when 5._____my parents were at dinner, I cleaned the house _____my sister did the ironing. a. before, so b. after, if c. although, for d. while , and		
J. Additional Activities for Application or Remediation					
IV. REMARKS					
V. REFLECTION					
A. No. of learners earned					

80% in the evaluation					
B. Number of learners who are required additional activities for remediation who scored below 80%					
C. Did the remedial lesson work? No. of learners who have caught up with the lesson					
D. Number of learners who continue to require remediation					
E. Which of my teaching strategies worked well? Why did these work?					
F. What difficulties did I encounter which my principal or supervisor help me solve?					
G. What innovation or localized materials/discover which I wish to share with other teachers?					