GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	VI
	Teacher:		Learning Area:	ENGLISH
	Teaching Dates and Time:	November 21-25, 2022 (WEEK 3)	Quarter:	2ND QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES					
A. Content Standards	The learner demonstrates… ● understanding of the oral standards of English in order to participate in various oral communication demands (situation, purpose and audience ● understanding that English language is stress timed to support comprehension ● understanding of text types to listen for different purposes from a variety of texts ● understanding that words are composed of different parts to know that their meaning changes depending in context ● understanding that reading a wide range of texts provides ● understanding of different formats to write for a variety of audiences and purposes ● command of the conventions of standard English grammar and usage when writing or speaking ● understanding of library skills to research a variety of topics ● demonstrates understanding of the various forms and conventions materials to critically analyze the meaning constructed in print, non-print, and digital materials				
B. Performance Standards	The learner… ● 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 persuasively ● uses knowledge of stress and intonation of speech to appropriately evaluate the speaker's intention, purpose and meaning ● uses literal information from texts heard to construct an appropriate feedback ● uses strategies to decode correctly the meaning of words in isolation and in context ● uses knowledge of text types to correctly distinguish literary from informational texts ● drafts texts using appropriate text types for a variety of audiences and purposes ● uses the correct function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in various discourse (oral and written) ● applies knowledge of non-verbal skills to respectfully give the speaker undivided attention and acknowledge the message ● utilizes discrete techniques (general or specific) and applies appropriately them to all or most fields of study 🎬 evaluates effectively the message constructed and conveyed in various viewing texts				
Learning Competencies		EN6V-IIc-12.3.3 EN6V-IIc-12.4.1.3 EN6V-IIc-12.4.2.3 Infer meaning of borrowed words and content specific terms using -context clues -affixes and roots -other strategies (Health)	EN6SS-IIc-1.4.2 EN6SS-IIc-1.4.3 Gather relevant information from various sources - -Almanac -Encyclopedia	EN6G-IIc-6.6 Compose clear and coherent sentences using appropriate grammatical structures: - Adverbs of intensity	

		borrowed words and content specific terms	Information from various sources - -Almanac -Encyclopedia	Adverbs of intensity	
II. CONTENT					
III. LEARNING RESOURCES					
A. **References**		CG English 6 www.google .com	CG English 6 www.google .com	CG English 6 www.google .com	
B. **Materials**		Pictures, Chart	Pictures, Flash Cards	Pictures	
IV. PROCEDURES					
A. **Review/Presenting New Lesson**		Pinoy Henyo Guess the mathematical terminologies	*Write down 5 health terminologies that we studied yesterday.*	What is Almanac and Encyclopedia? What are the use of the two?	
B. **Presenting of the new lesson**		What do you think these logos are all about? __ ___ __ ___ ___ __	Look at the following sources of information. Can you name them? 	Create a dialog using the given picture. Use different adverbs 	
C. **Developing mastery**		Find the root word and affixes of the given health terminologies. 1. **myocardium** answer= myo- (prefix) + card(ium) (root) 2. **endocarditis** answer= endo- (prefix) + card (root) + -itis (suffix) 3. **cytology** answer= cyt(o) (root) + -logy (suffix) 4. **gastroenterology** answer= gastr(o) (root) + enter(o) (root) + -logy (suffix) 5. **adenoma** answer= aden(o) (root) + oma (suffix)	Read the following and identify if it can be seen in Almanac or Encyclopedia. Write AL or EN _____1.Sea games medalist _____2. Microscope _____3.Best basketball player _____4.Microorganism _____5.Presidents of America _____6.Ballroom dancer _____7. Earth's crust _____8.Astronaut _____9.Farmer's planting date _____10. Skeletal System	Create sentences using the given pictures. Your classmates will identify the adverb of intensity that you use. 	

D. Finding practical application of concepts and skills in daily living		Why do we need to know or be familiar with different health terminologies?	What is the importance of using almanac and encyclopedia in real life situations?	What is the importance of learning the order and degrees of adverbs	
E. Making generalizations		What are the most commonly used prefixes and suffixes in health terminologies? How do we form health terminologies using prefixes or suffixes?	Differentiate almanac and encyclopedia?.	There is a difference between "*very*" and" *too*" - Very signifies a fact/ reality and too signifies excess.	
F. Evaluation		Encircle the correct prefixes of the given health terminologies. 1. diabetes 2. diagnosis 3. eczema 4. exophthalmos 5. endemic 6. hyperthyroidism 7. metamorphosis 8. hypoglycemia 9. paranoia 10. embryo	Read the definition identify if it is Almanac or Encyclopedia. An _____ is a wide-ranging collection of information that can either cover subjects across many disciplines or focus on a specific field. An _____ is an annual compilation of information concerning socio-historical, geographical, astronomical, economic, and environmental development occurring in a specific year. The _____ has the most extensive collection of <u>information </u>of all reference materials An _____, usually arranged in a set of volumes An _____ entry always considers four key elements: the scope, the method of organization, production, and – most importantly – the subject matter. _____ discusses a subject only within the context of a particular year.	**<u>Fill in the blanks with appropriate adverbs of degree.</u>** 1. Today is _____ colder than yesterday. (very, much, much or very much) 2. She finished the day _____ exhausted. (a bit / totally) 3. It was a _____ simple invention. (quite / remarkably) 4. Gerard lives a _____ stressful life. (quite / very) 5. Ecuador is a _____ great country. (really / very) 6. My boyfriend is _____ older than me. (very, much) 7. The Serrano Towers in Valencia are _____ high. (absolutely / pretty) 8. The situation is_____ serious. (very, much, very much) 9. Taylor Swift isn't a good singer. He's _____ fantastic. (absolutely / very)	

			_____ are commonly produced in reference to specific countries.	10. The concert was _____ wonderful. (absolutely / extremely) 11. Maria is a _____ skilled computer technician. (completely / highly) 12. That boy of yours is _____ lazy. (absolutely / extremely) 13. It was _____ freezing this morning. (a bit / absolutely) 14. Victor, in my opinion, is _____ mad. (completely / highly) 15. Rodin's sculptures are _____ well-known. (absolutely / very)	
G. Assignments		Give examples of health terminologies with the following prefixes: an- ana anti cata meta	Give an example of Encyclopedia.(book title)	**Use the appropriate adverb of degree to fill in the blanks:** 1. Christie Jones looked ……………. handsome at the award ceremony.(rather,quite,very 2. 2. Melissa is an……………………….. fabulous cook. (absolutely / extremely) 3. 3. Picasso's paintings are…………………. well known. (very, fairly, absolutely) 4. 4. The death of Robin Williams has…………………shocked the world. (highly, really, rather)	

					5. 5. In my opinion, that boy is……………………. mad.(very, completely, highly)	
V. REMARKS						
VI. REFLECTION						
A. No. of learners earned 80% in evaluation.						
B. No. of learners who require additional activities for remediation.						
C. Did the remedial lessons work? No. of learners who have caught up with the lesson						
D. No. of learners who continue to require remediation.						
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?** ___ Complete Ims ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	**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 ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	**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 ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	**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 ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	**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 ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	
F. What difficulties did I encounter which my principal or supervisor can help me solve?	__ Bullying among pupils __ Pupils' behavior/attitude __ Colorful Ims	__ Bullying among pupils __ Pupils' behavior/attitude __ Colorful Ims	__ Bullying among pupils __ Pupils' behavior/attitude __ Colorful Ims	__ Bullying among pupils __ Pupils' behavior/attitude __ Colorful Ims	__ Bullying among pupils __ Pupils' behavior/attitude __ Colorful Ims	

	__ Unavailable Technology Equipment (AVR/LCD) __ Science/ Computer Internet Lab __ Additional Clerical works __Reading Readiness __Lack of Interest of pupils	__ Unavailable Technology Equipment (AVR/LCD) __ Science/ Computer Internet Lab __ Additional Clerical works __Reading Readiness __Lack of Interest of pupils	__ Unavailable Technology Equipment (AVR/LCD) __ Science/ Computer Internet Lab __ Additional Clerical works __Reading Readiness __Lack of Interest of pupils	__ Unavailable Technology Equipment (AVR/LCD) __ Science/ Computer Internet Lab __ Additional Clerical works __Reading Readiness __Lack of Interest of pupils	__ Unavailable Technology Equipment (AVR/LCD) __ Science/ Computer Internet Lab __ Additional Clerical works __Reading Readiness __Lack of Interest of pupils
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	**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	**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	**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	**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