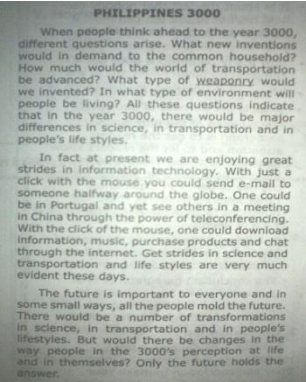


 GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	VI
	Teacher:	Credit to the author of this file	Learning Area:	ENGLISH
	Teaching Dates and Time:	MARCH 6-10, 2023 (WEEK 4)	Quarter:	3RD QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
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I. OBJECTIVES					
A. Content Standards	• Demonstrates understanding of various verbal elements in orally communicating information. • Demonstrates understanding of text elements to comprehend various text • Demonstrates understanding of the library skills to research of variety • Demonstrate understanding of different formats to write for a variety of audiences and purposes.				
B. Performance Standards	• Prepares for and participates effectively in a range of conversation and collaboration with diverse partners, building on others’ ideas and expressing their own clearly and persuasively • Uses knowledge of text types to correctly distinguish literary from informational texts • Utilizes discrete techniques (general or specific) and applies appropriately them to all or most fields of study • Edits text using appropriate text types for a variety of audiences and purposes				
C. Learning Competencies/Objectives	Oral Language Use an appropriate strategies to keep a discussion going	Oral Language Reading Comprehension Use Of Graphic Organizers Inferring Borrowed Words Using Roots	Study Strategies/Research Use a particular kind of sentence in following & giving directions	Writing Composition Rewrite/revise text using appropriate – text types for variety of audience and purposes.	Writing Composition Write a composition using an Outline.
Write LC code for each	EN6OL-IIIId-3.7	ENGOL-IIIId-12.4.1.3 ENGRC-IIIId-2.15.2	EN6SS-IIIId-1.8.4	ENGWC III d. 1.1.6.1	ENGWC III d. 1.1.6.1
II. CONTENT	Making A Stand In Every Decisions Made	Graphic Organizers and Borrowed Words Using Roots	Using Kinds of Sentence	Plan a Composition Using an Outline / Other Graphic Organizer	Writing a Composition
III. LEARNING RESOURCES					
A. References					
1. Teacher’s Guide/Pages	TM 11-14, Teacher’s Guide				Teacher’s Guide p 242
2. Learner’s Materials Pages	ENGLISH FOR GRADE 6 (Reading)	INTERACTIVE SKILLBOOK IN ENGLISH 6	ENGLISH FOR YOU &ME (Reading)	LG in Elementary English	Interactive Skill book in English
3. Textbook Pages	pp. 46-47		pp 4-5	234 – 236	pp. 77-80
4. Additional Materials from Learning Resource (LR) portal	English DLP	English DLP	Interactive Skill book in English 37-39	English DLP	Interactive Skill book in English
B. Other Learning Resources	Cartolina strips, piece of the story	Graphic Organizer	Chart, flash cards, paper strips & pictures	Outline	Outline
III. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	Give at least two positive and negative effects of media to our society nowadays.	What are the ways in sequencing events?	Do you know what is a sentence? Show example of a sentence. The boy is playing basketball. What are the two parts of the sentence? The boy- <i>subject</i> Is playing basketball- <i>predicate</i> The sentence tells about something.	How do you foresee our country in the year 3000? Is the future important?	What are the parts of a Composition?

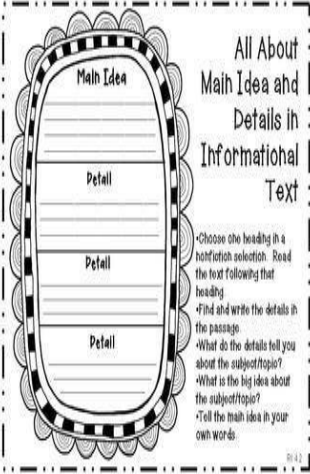
B. Establishing a purpose for the lesson	Let the pupils sing the song “Four Little Ducks” or “Five Little Birds” <u>FOUR LITTLE DUCKS</u> Four little ducks that I have seen Skinny one, fatty one Two by two But the one little duck has a feather on his back He leads with the other saying “Quack, Quack, Quack!” (Let the pupils sing individually, by two’s or by group) What group of animals are ducks? Do you want to know the story of “The King and the Singing Bird?”	The following words are posted on the board: • triANGLE • SLOWly • FOOLish (students will analyze the word posted)	Show pictures and tell something about it 	(The teacher will show pictures of Futuristic Era)  	Show a picture of a bird’s nest Ask: What can you say about the picture? 
C. Presenting examples/instances of the new lesson	The teacher reads the story in class while pupils listen attentively. “The King and the Singing Bird” Once upon a time, there was a bird that had a beautiful voice. The bird lived at the top of the tallest tree in the forest. Every morning, the bird sang so beautifully that all the animals in the forest felt glad to be alive. One day, the bird far-away sang so loudly and happily that the king in his castle heard the beautiful melody. “I want that bird,” shouted the king, who was used to getting his own way. Hunters brought the bird in a cage to the king. “Sing for me,” announced the king. The bird refused.	What have you noticed with the words posted on the board? Do the following letters being capitalized in the words given are root words? What is a root word? What do we call the letters being added at the beginning of the root word like <i>–mis, -dis, -im, -un, -pre, -under, etc?</i> What are prefixes? Answer: Prefixes are added to the beginning of roots or root words.	Reading and acting out a Dialogue from paper strips that follows a direction. Examples: “I won the lottery!” “Give me a piece of paper”. “Who passed the test?” “Christine studied well so she passed her test.”	Present the outline of the Phil. 3000 	Present a sample composition about the birds nest. Oral reading of the text

	“Then I’ll eat you for dinner,” said the king. The cook was afraid but the bird told her not to worry. “Even a king cannot destroy a beautiful idea,” the bird said. The cook gently stroked the bird before putting it into the pot. At dinner, the king ate the bird. The king started to swell up. He got the wickedness of his life poured out to him from all over the land. Then, the people in the kingdom heard a song more beautifully than any they have ever heard before. - adapted	What do we call the letters being added at the end of the root word like –ous, -ly, -ness, -en, -ful, -ity, etc? What are suffixes?																																																						
D. Discussing new concepts and practicing new skill #1	Let us understand the story well by answering some questions. 1. What is fascinating about the bird? 2. What did the king want from the bird? 3. Did the bird sing for the king? 4. When the bird refused to sing, what did the king say? 5. How did the cook feel about the bird? 6. What happened to the king after eating the bird? 7. Finally, what happened in the kingdom?	Study the table of prefix and suffix to be used with its meaning. <table><tr><th>Prefix</th><th>Definition</th><th>Example</th></tr><tr><td>anti-</td><td>against</td><td>anticlimax</td></tr><tr><td>de-</td><td>opposite</td><td>devalue</td></tr><tr><td>dis-</td><td>not; opposite of</td><td>discover</td></tr><tr><td>en-, em-</td><td>cause to</td><td>enact, empower</td></tr><tr><td>fore-</td><td>before; front of</td><td>foreshadow, forearm</td></tr><tr><td>In-, im-</td><td>in</td><td>income, impure</td></tr><tr><td>in-, im-, il-, ir-</td><td>not</td><td>indirect, immoral, illiterate, irreverent</td></tr><tr><td>inter-</td><td>between; among</td><td>interrupt</td></tr><tr><td>mid-</td><td>middle</td><td>midfield</td></tr><tr><td>mis-</td><td>wrongly</td><td>misspell</td></tr><tr><td>non-</td><td>not</td><td>nonviolent</td></tr><tr><td>over-</td><td>over; too much</td><td>overeat</td></tr><tr><td>pre-</td><td>before</td><td>preview</td></tr><tr><td>re-</td><td>again</td><td>rewrite</td></tr><tr><td>semi-</td><td>half; partly; not fully</td><td>semifinal</td></tr><tr><td>sub-</td><td>Under</td><td>subway</td></tr></table>	Prefix	Definition	Example	anti-	against	anticlimax	de-	opposite	devalue	dis-	not; opposite of	discover	en-, em-	cause to	enact, empower	fore-	before; front of	foreshadow, forearm	In-, im-	in	income, impure	in-, im-, il-, ir-	not	indirect, immoral, illiterate, irreverent	inter-	between; among	interrupt	mid-	middle	midfield	mis-	wrongly	misspell	non-	not	nonviolent	over-	over; too much	overeat	pre-	before	preview	re-	again	rewrite	semi-	half; partly; not fully	semifinal	sub-	Under	subway	Picking out sentences from the Dialogue. Let the pupils identify punctuations used in a sentence “I won the lottery!” “Give me a piece of paper”. “Who passed the test?” “Christine studied well so she passed her test.”	Make two to three paragraphs composition using the outline presented. LM p. 36 Noise Pollution Noise Pollution Noise is never pleasing! It endangers our health. There is so much of it around us. We are now suffering the consequences of high technology. Of course, there are sounds which we find pleasing and which enable us to be creative. But mostly, the sounds we hear in the city are loud and destructive. Even inside our houses much noise is created by the whirl of electric fans, the insistent ringing of cell phones, and the other household appliances. Disconnect them all and there will be silence. Haven't you noticed when there is brown-out, all noise from electrical appliances subside and silence reigns? But then again, the noise from the revving up cars and tricycles is enough to terrorize. In our neighborhood, we will formalize agreements with tricycle drivers to lessen the noise pollution. At home, we have to enforce discipline on the proper use of electrical appliances. We have to improve our life style in utilizing all these things that mess up our life because of noise. We hope can do all these things to ensure a noiseless life and enjoy the pleasure of silence. I couldn't sleep. There was a sing-along party in our neighborhood that lasted until 3 o'clock in the morning. It was so noisy!	What is the composition all about? Birds build their nests in different places. Most birds build their nests in tree. They hang or place their nests on the branches. But others, like hornbill and the woodpecker, drill holes into the trunks of trees. Many birds build their nests on the ground –among tall grasses, shrubs and bushes in caves on high and rocky places, and some even build nests on houses and buildings Some birds do not build nests. They just lay their eggs on sandy beaches and cover the eggs with sand.
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super-	above; beyond	superhuman
trans-	across	transmit
un-	not; opposite of	unusual
under -	under; too little	underestimate

		-ive, -ative, -itive adjective form of noun active, comparative , sensitive -less without hopeless -ly how something is lovely -ment state of being; act of contentment -ness state of; condition of openness -ous, -eous, -ious having qualities of riotous, courageous, gracious -s, -es more than one trains, trenches -y characterized by gloomy			
E. Discussing new concepts and practicing new skill #2	The teacher will show the chain of events. Use these guide questions to sequence the events in the story. CHAIN OF EVENTS Beginning First Event What is the first event? Second Event What is the second event? Third Event What is the third event? Fourth Event What is the fourth event? Fifth Event What is the fifth event? Fifth Event What is the sixth event? Fifth Event What is the	The story is entitled “THE FOX AND THE CROW” Listen carefully as I narrate to you the story, you may jot down notes for some important details to be able for you to answer the guide questions. The Fox and the Crow an Aesop Fable	Present the sentences - Who won the lottery? - Give me a piece of paper. - Who passed the test? What punctuation marks were used in sentence Number 1? 2? 3?	-	How many paragraphs do we have in a composition? Answer: three. What is the most important idea in the composition? Answer: Birds build nests in different places.

	seventh event?	A fox was walking through the forest when he saw a crow sitting on a tree branch with a fine piece of cheese in her beak. The fox wanted the cheese and decided he would be clever enough to outwit the bird. "What a noble and gracious bird I see in the tree!" proclaimed the fox, "What exquisite beauty! What fair plumage! If her voice is as lovely as her beauty, she would no doubt be the jewel of all birds." The crow was so flattered by all this talk that she opened her beak and gave a cry to show the fox her voice. "Caw! Caw!" she cried, as the cheese dropped to the ground for the fox to grab. 			
F. Developing mastery (Leads to Formative Assessment)	How did you arrange the events? What guided you to arrange the events? What words in the guide questions were used to help you note the order of events?	Answer the following questions: 1. Who are the characters in the story? 2. Where is the setting? Give the time and the place. 3. What are the events that took place in the story? (all of the answers will be then discussed)	From the sentences given, Which makes a statement? What sentence asks a question?. 1. Who won the lottery? 2. Give me a piece of paper. 3. Who passed the test?	How many paragraphs does the composition have? What is the purpose of each part?	From the composition shown what is the topic sentence in the paragraph? What are the supporting sentences? Topic sentence Birds build nests in different places Supporting Details A. Birds build nests on trees B. Build nests on the ground C. Lay eggs on sandy beaches

G. Finding practical applications of concepts and skills in daily living	In what instances do you show your concern for God’s creations? How should we regard God’s creation?	We can use some graphic organizers for texts that we have listened to or we have read. Story grammar organizer refers to the structure of the story. It organizes your thoughts and ideas in appropriate and right way. Here are some of the examples: 	Study the road map, then based from the road map answer the questions using the different kinds of sentences: How will I reach the hospital? How long will the travel be? Road Map to reach the hospital 	Why do you need to write a composition related to your life or experiences?	How we can show that Filipino values live in our hearts? Answer: We can show that we can internalize some Filipino values through our words, our thoughts and act in our everyday lives.)

Description

Compare/Contrast

Problem/Solution

-
-
-
-
-

Sequence

Cause

Effect #1

Effect #2

Effect #3

Cause/Effect

Signal Words/Phrases

Description
for example, characteristics, for instance, such as, is like, including, to illustrate

Sequence
first, second, third, later, next, before, then, finally, after, when, later, since, now, previously

Compare/contrast
however, nevertheless, on the other hand, but, similarly, although, also, in contrast, different, alike, same as, either/or, in the same way, just like, just as, likewise, in comparison, whereas, yet

Cause/effect
if-then, reasons why, as a result, therefore, because, consequently, since, so that, for, hence, due to, thus, this led to

Problem/solution
problem is, dilemma is, if-then, because, so that, question/answer, puzzle is solved

Read and Respond

NONFICTION

Three Important Facts or Statistics

-
-
-

One Opinion From the Article

My Opinion About the Article

Article/Author

Main Idea

Supporting Detail 1

Supporting Detail 2

Supporting Detail 3

Author's Purpose

Choose One

Choose One

Choose One

Text Structure

Choose One

Choose One

Choose One

(The posted graphic organizers for the texts read will be discussed)

A graphic organizer is a tool or process to build word knowledge by relating similarities of meaning to the definition of the word.

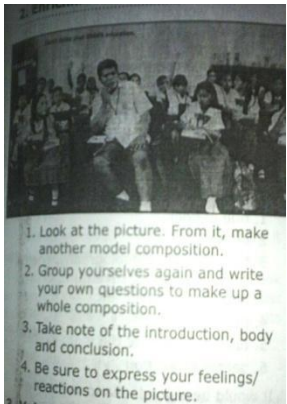
H. Making generalizations and abstractions about the lesson

To **sequence ideas** is to arrange them in successive and logical order.

The kind of sentences are :
1.Declarative – tells something. Ends with a period.

What is an outline?

Simple Definition of **composition**. : the way in which something is put together or arranged : the combination of parts or elements

	There are several ways of sequencing ideas. 1. Chronological order – where the sequence is based on time or when the events happened. 2. Processes or Instructions on how to do things	It is commonly used in the story grammar in which information/details and even thoughts are properly organized.	2.Interrogative- asks something. Ends with a question mark 3.Imperative-instructs orders or request. 4. Exclamatory-expresses strong feelings. Ends with exclamation point.		that make up something. : a piece of writing; Composition
I. Evaluating learning	Read all the sentences. Decide which sentence should come first. Then, arrange the rest of the sentences in proper order. Use numbers to show the sequence. Copy the correctly arranged sentences to form a paragraph. ___a. Then take a small object (e.g. a coin) and “hide” it where it can be seen. ___b. Do not put it under anything. ___c. To play “Hide in Sight”, send everyone out of the room. ___d. When someone finds the object, he should pretend to continue looking for it before he sits down. ___e. When you have hidden the object, call everyone back in and let each one look for the object you hid. ___f. The first one who finds the object will be given the next chance to hide it. ___g. When everyone has found the object, or at the end of an agreed time (e.g. 10-15 minutes) the game is over. ___h. Those who know where the object is may shout misleading encouragements or hints to the others.	Read the story, “THE FISHERMAN’S DAUGHTER” and choose one of the graphic organizers that were discussed to answer the guide questions.	Read these sentences carefully. Write D for Declarative, I for Interrogative, IM for Imperative, E for Exclamatory 1. May I borrow your pen? 2. Is your father an engineer? 3. My sister is a wealthy woman. 4. Bring some flowers tomorrow. 5. Do you have a new book.	 1. Look at the picture. From it, make another model composition. 2. Group yourselves again and write your own questions to make up a whole composition. 3. Take note of the introduction, body and conclusion. 4. Be sure to express your feelings/ reactions on the picture.	Following an Outline below write a composition about yourself I. Who you are A. Birth date and place B Parents C Other members of the Family II. School attended III. Involvement in School Activities A School Organization B. Awards received IV. Future Plans A. What do you want to be B. The reason why
J. Additional activities for application or remediation	Think of one of the most unforgettable decision that you have made without regret. Write in 3 paragraphs with 3-5 sentences.	Look for other graphic organizers that can be used for reading the text.	Watch your favorite T.V show and write 4 sentence using the four kinds about the memorable scenes	Make an outline about the importance of computer technology, and then make a paragraph about it.	Write a Composition using an Outline
IV. REMARKS					
V. REFLECTION					

A. No. of learners who earned 80% on the formative assessment					
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?					
F. What difficulties did I encounter 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?					