GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	VI
	Teacher:		Learning Area:	ENGLISH
	Teaching Dates and Time:	OCTOBER 10-14, 2022 (WEEK 8)	Quarter:	1ST QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES					
A. Content Standards	The learner... Demonstrates understanding of various linguistics nodes to comprehend various texts. Demonstrates understanding to text types to listen for different purposes from a variety of texts. Demonstrates understanding of text types in order to construct feedback.	The learner... Demonstrates understanding of various linguistics nodes to comprehend various texts. Demonstrates understanding to text types to listen for different purposes from a variety of texts. Demonstrates understanding of text types in order to construct feedback.	The learner... Demonstrates understanding of various linguistics nodes to comprehend various texts. Demonstrates understanding to text types to listen for different purposes from a variety of texts. Demonstrates understanding of text types in order to construct feedback.	The learner... Demonstrates understanding of various linguistics nodes to comprehend various texts. Demonstrates understanding to text types to listen for different purposes from a variety of texts. Demonstrates understanding of text types in order to construct feedback.	The learner... Demonstrates understanding of various linguistics nodes to comprehend various texts. Demonstrates understanding to text types to listen for different purposes from a variety of texts. Demonstrates understanding of text types in order to construct feedback.
B. Performance Standards	The learner... Analyzes text types to effectively understand information/message (s) Uses linguistic cues to effectively construct meaning from a variety of text for a variety of purposes. Uses literal information from text heard to construct an appropriate feedback.	The learner... Analyzes text types to effectively understand information/message (s) Uses linguistic cues to effectively construct meaning from a variety of text for a variety of purposes. Uses literal information from text heard to construct an appropriate feedback.	The learner... Analyzes text types to effectively understand information/message (s) Uses linguistic cues to effectively construct meaning from a variety of text for a variety of purposes. Uses literal information from text heard to construct an appropriate feedback.	The learner... Analyzes text types to effectively understand information/message (s) Uses linguistic cues to effectively construct meaning from a variety of text for a variety of purposes. Uses literal information from text heard to construct an appropriate feedback.	The learner... Analyzes text types to effectively understand information/message (s) Uses linguistic cues to effectively construct meaning from a variety of text for a variety of purposes. Uses literal information from text heard to construct an appropriate feedback.
C. Learning Competencies/ Objectives Write the LC code for each	Make connections between information viewed and personal experiences. **EN6VC-IVd-1.4**				
II. CONTENT	Making Connections	Making Connections	Making Connections	Making Connections	Making Connections

	1. make connections between information viewed and personal experiences; likewise, the following sub and support learning competencies: ➢ noting details from the story read; and ➢ identifying the simple tenses of verbs; present, past and future.	1. make connections between information viewed and personal experiences; likewise, the following sub and support learning competencies: ➢ noting details from the story read; and ➢ identifying the simple tenses of verbs; present, past and future.	1. make connections between information viewed and personal experiences; likewise, the following sub and support learning competencies: ➢ noting details from the story read; and ➢ identifying the simple tenses of verbs; present, past and future.	1. make connections between information viewed and personal experiences; likewise, the following sub and support learning competencies: ➢ noting details from the story read; and ➢ identifying the simple tenses of verbs; present, past and future.	1. make connections between information viewed and personal experiences; likewise, the following sub and support learning competencies: ➢ noting details from the story read; and ➢ identifying the simple tenses of verbs; present, past and future.
III. LEARNING RESOURCES					
A. References					
1. Teacher's Guide pages	English 6, Module 3				
2. Learner's Material pages					
3. Textbook pages					
4. Additional Materials for Learning Resource Portal					
B. Other Learning Resources	pocket chart, activity cards, CD, powerpoint	chart, activity sheets, poem	passage (tarpapel), paragraph	activity cards, pocket chart	tarpapel, activity sheets
IV. PROCEDURES					
	What's In Identify what tense of verb is used in the sentence. 1. Mario planted some vegetables in their backyard yesterday. 2. I will write a short poem about the COVID19 tonight. 3. She sings sweetly in our class presentation today. 4. My friend talked softly in our conversation last Sunday. 5. Mr. Santos will prepare her modules for his pupils.	**What is It** **Making Connections** - Is a strategy that can assist you in making meaning from a text; something you have seen on TV, about how the information you are reading connects to other familiar text and the world works that goes far beyond your own personal experiences. - You can connect your background knowledge to the text you are viewing. You can comprehend better when you actively think about and apply your knowledge of the book's topic, your experiences, and the world around you.	**What I Have Learned** Let us process what you have learned. There are strategies in making connections namely: _____ - is a connection between texts. Sometimes when reading, readers are reminded of other things that they have read, other books by the same author, stories from a similar genre, or perhaps on the same topic. _____ - connections are the larger connections that a reader brings to a reading situation. We all have ideas about how the world works that goes far beyond our own personal experiences. We	**Assessment** **Make Connections** by identifying if the lines from the different short stories and clips from the news is text-to-self, text-to-text or text-to-world. 1. The couple had a son named Bayabas whose task was to take good care of their three fat carabaos. 2. Once there was a boy who was so lazy, and his name was Juan Tamad. 3. ILOILO took its name from Irong-Irong, the old name of the city of Iloilo, a tongue of land that sticks out like a nose on the south of Iloilo River.	Weekly Test

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<tr><th>Making Connections</th><th></th></tr>
<tr><td>• Text-to-text</td><td>Making Connections:

-Text-to-text is a connection between texts. Sometimes when reading, readers are reminded of other things that they have read, other books by the same author, stories from a similar genre, or perhaps on the same topic. These types of connections are text-to-text connections. Readers gain insight during reading by thinking about how the information they are reading connects to other familiar text. "This character has the same problem that I read about in a story last year," would be an example of a text-to-text connection.

Example: The ending of this story is the same from the story I read before.

*This is an example of text-to-text because there is connection from the text of the two stories.</td></tr>
<tr><td>• Text-to-self</td><td>Making Connections:

-Text-to-self connections are highly personal connections that a reader makes between a piece of reading material and the reader's own experiences or life. An example of a text-to-self connection might be, "This story reminds me of a vacation we took to my grandfather's farm."

Example: I remember my high school days as I read this story

*This is an example of a text-to-self because there is connection between the text and to your own experience.</td></tr>
<tr><td>• Text-to-world</td><td>Making Connections:

- - Text-to-world connections are the larger connections that a reader brings to a reading situation. We all have ideas about how the world works that goes far beyond our own personal experiences. We learn about things through television, movies, magazines, and newspapers. Often it is the text-to-world connections that teachers are trying to enhance when they teach lessons in science, social studies, and literature. An example of a text-to-world connection would be when a reader says, "I saw a program on television that talked about things described in this article."

Example: She read from the news that there is an increase number of individuals tested positive of COVID19.

*This is an example of text-to-world because there is a connection between the text and the real</td></tr>
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<td>learn about things through television, movies, magazines, and newspapers.

_____ - connections are highly personal connections that a reader makes between a piece of reading material and the reader's own experiences or life.</td>
<td>4. The world was confronted with several pandemics before. This is the first caused by a coronavirus.
5. Barangay officials strictly prohibit residents to go out from their homes during Enhanced Community Quarantine.</td>
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<td>What's New

In your daily routine you make connections in everything and in anything.

Try to read the short poem below.</td>
<td>What's More

Try this one! Make connections with the information in the picture from your own personal experience. If you can recall anything as you view write I connect, but if you cannot recall anything write I cannot connect.</td>
<td>What I Can Do

Read the story and make connections as you fill in the chart below.

Boy, The "Balut" Vendor
(by:Anna Marie E. Velano)

There was once a poor family lived in a slum area in Iloilo City. The father is a balut vendor and the mother is a housewife. One day, the father got sick and Boy being the eldest of seven siblings had to do the task of his father. Boy started selling "balut" every after school in the nearby barangays. Boy usually got home late and very tired, but he never missed school. Teacher Anna, Boy's adviser got pity of him and she started giving Boy some foods and some penny.

After a year of struggles and hardships Boy successfully graduated in elementary. His family is very proud and thankful to him. Boy continued to sell balut as he continued high school and he still got support from his teachers because of his good values and attitudes.</td>
<td>Additional Activities

Enjoy recalling the news clips, articles, stories, and poems you have read. Then you can fill in the chart.

Have fun in making connections.</td>
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Make CONNECTIONS

I read and I connect it to my life

I read and I connect it to what I read

I read and I connect it to the world

I learn when I connect

I enjoy when I connect

Life is to make connections

When you view or read something, do you make connections? As you read, you may relate it to your own life experience, to the book you have read before and even to the happenings in the world.

The brain is wired to connect new information with the old knowledge that is in the brain. Take all your life experiences even those outside of the classroom. You ask yourself, “Am I bringing meaning to the words to help me read better?” You make connections with a book, article, picture or movie that you have read or viewed.

Making Connections is a strategy that can assist you in making meaning from a text. You can make connections between:

- Text and self
- Text and text
- Text and world

1.

2.

3.

4.

5.

Making Connections

Text-to-Self Connections

Name:_____

Book/Text:_____

Author:_____

After reading a story, write about how the story is similar or different from your own life by using the questions in the chart.

In the story	In my life
Discuss what is happening in the story.	What does this remind me of my life?
	What is this similar to in my life?
	How is this different from my life?

Name_____

Making Connections

Connect each section below.

When I read…	It made me think of…	This is a….
		Text-to-self connection Text-to-book connection Text-to-world connection
		Text-to-self connection Text-to-book connection Text-to-world connection
		Text-to-self connection Text-to-book connection Text-to-world connection

V. REMARKS					
VI. REFLECTION					
A. No. of Learners who earned 80% in the evaluation					
B. No. of Learners who require additional activities for remediation who scored below 80%					
C. Did the remedial lessons work? No. of Learners who have caught up with the lessons					
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 encountered 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?					