GRADES 1 to 12 DAILY LESSON LOG	School:	Visit DepEdResources.com for More	Grade Level:	VI
	Teacher:	File created by Sir JUANITO S. BAMBILLA	Learning Area:	TLE-HE
	Teaching Dates and Time:	FEBRUARY 5 – 9, 2024 (WEEK 2)	Quarter:	3RD QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES					
A. Content Standards	Demonstrate an understanding of an understanding of and skills in managing family resources				
B. Performance Standards	Manages family resources applying the principle of home management				
C. Learning Competencies / Objectives	I.1 Identifies family resources and needs (human, material, and nonmaterial) I.1.1 list of family resources 1.1.2 list of basic and social needs **TLE6HE-Oa-1**				
II. CONTENT	**Management of Family Resources**				**WEEKLY TEST**
III. LEARNING RESOURCES					
A. References					
1. Teacher's Guide pages					
2. Learner's Materials pages					
3. Textbook pages	Bantigue, R.M. and Pangilinan, J.P. (2014) *Growing up with Home Economics and Livelihood Education*. FNB Educational, Inc. QC.				
4. Additional Materials from Learning Resources (LR) portal	https://www.google.com.ph/#q=resources+meaning https://en.wikipedia.org/wiki/Resource_management				
B. Other Learning Resources					
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson.	Generate ideas from learners about their definition of resources. *Resources are a stock or supply of money, materials, staff, and other assets that can be drawn on by a*	Recap of what was discussed the day before and segue to the next lesson. Yesterday, we familiarized ourselves with management of family resources. We identified examples of resources and	Recap of the lesson the previous day. Yesterday, we familiarized ourselves with management of family resources. We identified examples of resources and categorized them into human, material and	Yesterday, we talked about money and the need for its prudent management, We also identified sources of money.	

	person or organization in order to function effectively. Elicit from the class – what, then, is the meaning of family resources? The learners are asked to give examples of family resources and needs. The learners are asked to categorize the resources into the following : ● Human ● Material ● Nonmaterial Mention that the resources generated in the discussion need to be managed. Ask the learners their idea of management.	categorized them into human, material and nonmaterial. We focused on time as a nonmaterial resource and its importance. The class was asked to prepare a daily time and work schedule and it was explained why they had included specific activities in the schedule, as well as the choice of time allotment. From the list of resources, choose another example. Energy might be one and falls under human resources.	nonmaterial. We focused on time as a nonmaterial resource and its importance. The class was asked to prepare a daily time and work schedule and it was explained why they had included specific activities in the schedule, as well as the choice of time allotment. From the list of resources, choose another example. Energy might be one and falls under human resources.		
B. Establishing a purpose for the lesson	Emphasize the importance of management of resources in the context of family which will be discussed in the lesson.	Emphasize the importance of management of resources in the context of family, which will be discussed in the lesson. Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	Again, use the list of resources identified by the learners as point of reference – choose another resource e.g.money. Money falls under material resource. The prudent management of money is very important.	Ask the class, ● "Do you think the family income is sufficient for the family? ● "Do you think the family income is more than sufficient for the family? ● "Do you think the family income is not sufficient for the family?	
C. Presenting examples/ instances of new lesson	Refer to the response of the learners on the examples of resources. Depending on the response, zero in on an example provided by the learners e.g. time. Time is in the category of nonmaterial Time is gold. It is a God-given gift that must be valued and used wisely. Time is short and once lost,	Ask the learners why energy is important. Why should this be managed? How should this be managed? Every activity utilizes energy, thus reducing strength and causing tiredness and fatigue. Our energy has its limits, so we have to avoid unnecessary use.	Elicit comments and opinions from the learners on this sentence – "*The prudent management of money is very important."* Articulation of opinions, views and comments through provision of examples. The teacher will bring out meta cards containing quotes on money.	Why do you think the family income is...? ● More than sufficient for the family ● Sufficient for the family ● Not sufficient for the family Give examples.	

	cannot be regained. Proper time management can bring good results.	The proper management of strength can speed up work and reduce stress.	The class will explain the meaning of the "quotes" then provide examples.		
D. Discussing new concepts and practicing new skills #1	The learners are asked to give the advantages of proper time management. Examples are also provided. 1.Happiness and security for having accomplished something very important for the day; 2.More time to spend for family members after accomplishing the planned activity; and 3. More time to attend to other constructive activities and worthwhile projects.	The teacher will divide the class into four (4). Using photos and drawings brought by the learners, identify helpful measures that need to be done to simplify work at home and conserve human energy.	Money is very important. It is a part of life just like time and energy. How do we differentiate money from income? Money is a current medium of exchange in the form of coins and banknotes. Income is money received, especially on a regular basis, for work or through investments.	Based on our discussion, we have realized that family income most of the time was not sufficient? What do we do to ensure that we spend the family income wisely?	
E. Discussing new concepts and practicing new skills #2	Time can be managed properly by scheduling activities wisely. Make plan for every activity. Routinize some activities based on available time and how often these tasks have to be done. The preparation of a realistic daily time schedule is a helpful management tool to help the students identify and prioritize activities.	Each group will report in class. Examples on application should also be given in the report.	Ask what the possible sources of money are? ACROSTICS Using the acronym MONEY, provide a corresponding word or phrase opposite each letter, indicating its possible sources. The group assignment the previous day will be followed.	Group yourselves into four (4). Identify helpful tips in the wise spending of the family money. Provide examples.	
F. Developing mastery (Leads to Formative Assessment 3)	Ask the learners to prepare a one-day time and work schedule. The identified learners will be asked to present their schedule.		Ask the class to bring out the photos or drawings on the possible sources of money. As a group prepare a collage of the photos and present it in class. The teacher will facilitate discussion on other sources of family income that may not be covered by the group.	Synthesis of reports: The following are some helpful tips in the wise spending of your money. ● Make a list of all the needed things to avoid buying things which are not much needed. Include the kind, size, color and prices to be bought. Know and compare the prices of commodities to be bought, Do not buy products with unreasonably high price.	

G. Finding practical applications of concepts and skills in daily living	Explain why they have included the activities in their schedule. Clarify why they have allotted the number of minutes in the activities.	After the completion of the group work, the teacher will reinforce the discussion by synthesizing the results of the discussion. Analyze the activity. ● Use gadgets to facilitate completion of work. ● Arrange the materials and things needed at work in one place. ● Know the appropriate time in carrying out the activity in order to accomplish the taskproperly. ● Maintain a good posture while working. ● Use both hands to facilitate working. ● Finish the work you have started. ● Alternate the heavy	The teacher will explain to class that the money being used by the family comes from the salary or other forms of income of family members. It can also come from bonuses, commissions or honorarium received by an employee belonging to the family. Other source of family income will be profits from business from those who are self-employed.	Buy fruits and vegetables in season to be sure of their freshness, cheap price, and their good quality. Buy in bulk foods which are needed every day. Know the less costly ingredients that can be used as substitute for expensive items, Shop at the market nearest your place. You should be familiar with the stores offering the lowest prices for each commodity. Have a permanent store or grocery where you purchase the needed items to ensure the good quality and standard price. Limit your expenses within the amount of money that you have but be sure to buy what you have listed.	
H. Making generalization and abstractions about lesson	Mention that the class was able to: ● Define family resources ● Define management in the context of the family ● Determine the importance of management of resources. ● Provide examples of resources e.g. time The discussion will be synthesized by the teachers and relate one discussion point to another.	Mention that the class focused on energy which is a human resource. Ask the class what needs to be done to simplify work at home and conserve human energy. We learned the importance of energy management. Emphasize the importance of rest after a hard day's work.	Mention the importance of money in the family, but ensure that money should come from sources that are in accordance with the law of the people and of God.		
I. Evaluating Learning	Referring to the resources identified by the learners, ask them to choose one and explain why this is important.	Ask the learners to share on their insights on the lessons for the day.	Ask the learners to share on their insights on the lessons for the day.	As a Grade VI learner, how can you ensure that you are spending your money wisely?	

J. Additional activities for application or remediation	Bring photos or drawings on: a. how to simplify work with the use of energy; and how to conserve energy.	Bring photos or drawings of possible sources of money	Divide the class into four (4). Ask each group to come up with a presentation in whatever form on the three examples of resources. This may be in the form of a skit, news format etc.; Be resourceful, creative and artistic. For presentation on Friday.	Remind the class about the presentation the next day on the three examples of resources. It will be an application of what was learned this week.	
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 remedial lesson 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 to share with other teachers?					