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 19 – 23, 2024 (WEEK 4)	Quarter:	3RD QUARTER

I. OBJECTIVES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
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	TLE6HE-Ob-4 1.4 Prepares feasible and practical budget 1.4.1 manages family resources efficiently 1.4.2 prioritizes needs over wants				WEEKLY TEST
II. CONTENT	Management of family resources				
III. LEARNING RESOURCES					
A. References					
1. Teacher's Guide pages					
2. Learner's Materials pages					
3. Textbook pages					
4. Additional Materials from Learning Resources (LR) portal			http://www.socialstudiesforkids.com/articles/economics/wantsandneeds1.htm		
B. Other Learning Resources					
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson.	Recap of the lesson of the previous day Yesterday, we learned budgeting and how it can be applied to the family. Budgeting is critical because it is oftentimes difficult to ensure that we will be able to make both ends meet when times are hard.		Recap of the lesson of the previous day Yesterday, we learned budgeting and how it can be applied to the family.		
B. Establishing a purpose for the lesson	How can we prudently manage the financial resources of the family? Group the class into four (4). Each group will answer the question. *"How can we make both ends meet?* Reporting per group follows.		A *need* is something you *have* to have, something you can't do without. A good example is food. If you don't eat, you won't survive for long. Many people have gone days without eating, but they eventually ate a lot of food. You might not need a whole lot of food, but you do need to eat. A *want* is something you *would like* to have. It is not absolutely necessary, but it would be a good thing to have. A good example is music. Now, some people might argue that music is a *need* because they think they		

	The results of the discussion will be processed by the teachers.	can't do without it. But you don't need music to survive. You do need to eat. Divide the class into four (4) groups. Using the concepts learned yesterday, come up with an activity that will demonstrate the difference between needs and wants. Think of activities outside the box.	
C. Presenting examples/ instances of new lesson	Show photos of different items/situations. Ask the learners if they are needs or wants. Ask why they think it is a need or want.	Presentation per group.	
D. Discussing new concepts and practicing new skills #1	The teacher writes two columns on the board. One column has the heading NEEDS. The other column has the heading WANTS. Randomly distribute metacards containing a list of needs and wants. Ask the learners to post the metacards on the board. Ask the learner to explain/defend his/her choice.		
E. Discussing new concepts and practicing new skills #2	Based on the activity that was conducted ask the learners to differentiate needs from wants. A **need** is a requirement for survival, e.g. breathable air. A **want** is a desire. It may be the desire for a **need** (e.g. a choking person generally wants to be able to breathe) or for something not needed for survival, such as chocolate or a new car.		
F. Developing mastery (Leads to Formative Assessment 3)	Show a short clip on managing money: Needs versus Wants Analyze the movie and relate it to needs versus wants. Note that some of the contents of the video may be debatable e.g. chocolates is needed by soldiers for endurance in the middle of a war while in a normal situation it is a want for another individual. Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	Giving feedback on presentations. Examples of guide questiona: Was the group effective in emphasizing the difference between needs and wants? If yes, How? What concepts in the presentation had an impact on you? Why? Do you think the presentations can further be improved? In what way?	
G. Finding practical applications of concepts and skills in daily living	Ask the class on their comments on the output of the groups. Consider the factors that need to be considered in budgeting and principles to make budgeting a successful and full filling task.	Ask the class on their comments on the output of the groups. Consider the factors that need to be considered in budgeting and principles to make budgeting a successful and full filling task.	
H. Making generalization and abstractions about lesson	There is a need to distinguish between need and want . This will enable us to prioritize needs over wants, hence ensuring that the	There is a need to distinguish between need and want . This will enable us to prioritize needs over wants, hence ensuring that the budget is enough to make both ends meet more so when times are hard.	

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I. Evaluating Learning	If you were given a personal budget by your parents more than what you really need, how will you spend it?				
J. Additional activities for application or remediation					
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?					