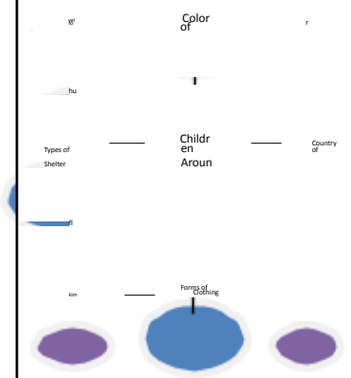
GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	VI
	Teacher:	*Credit to the owner*	Learning Area:	ENGLISH
	Teaching Dates and Time:	FEBRUARY 20-24, 2023 (WEEK 2)	Quarter:	3RD QUARTER

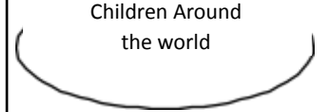
I. OBJECTIVES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Content Standard	The learner demonstrates understanding ... of various linguistics nodes to comprehend various texts. of the oral standards of English in order to participate in various oral communication demands (situation, purpose and audience command of the conventions of standard English grammar and usage when writing or speaking of different formats to write for a variety of audiences and purpose. of verbal and non-verbal elements of communication to respond back				
Performance Standard	The learner… Analyzes text types to effectively understand information/message(s) 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 linguistic cues to appropriately construct meaning from a variety of purposes. Speaks and writes using good command of the conventions of standard English Edit texts using appropriate text types for a variety of audiences and purpose. Uses a variety of strategies to provide appropriate feedback				
Learning Competencies	**EN6LC-IIIa-2.2** Note significant details in the story **EN6OL-IIIa-1.27** Provide evidences using opinion	**EN6RC-IIIa-3.2.8** Distinguish text type according to purpose and language features through enumeration	**EN6SS-IIIa-4** Use a particular kind of sentence for a specific purpose and audience -asking permission	**EN6WC-IIIa-1.1.6.1** Plan a composition using an outline/other graphic organizers	**EN6A-IIIa-17** Show tactfulness when communicating with others
II. CONTENT	Noting significant details in the story and express opinions using evidences. "The Boastful Shrimp"	Distinguishing text type according to purpose and language features through enumeration "The Fox in the Well"	Relaying Commands and Request Using Indirect Discourse	Organizing Ideas Using Graphic Aids	Show tactfulness when communicating with others.
III. LEARNING RESOURCES	Elementary English pp.303-307 A copy of the story "The Boastful Shrimp", a tablespoon, charts Laptop, LCD projector, powerpoint presentation	Elementary English p. 309 A copy of the story, The Fox in the Well, short stories Laptop, LCD projector, powerpoint presentation	Elementary English pp.239-244 Comic strips, flash cards, Show Me Boards Laptop, LCD projector, powerpoint presentation	Elementary English pp.423-429 Graphics organizer, map or globe Laptop, LCD projector, powerpoint presentation	Pictures, copy of the selection Laptop, LCD projector, powerpoint presentation
IV. PROCEDURES					
A. Review previous lesson or presenting the new lesson	Recapitulation of the previous lesson on the Varieties of Sentences; -Compound Sentence -Simple Sentence -Complex Sentence With the use of proper conjunctions.	Review the summary of the story that was read yesterday. -What important values did you get from the story?	Recapitulation on the characteristics of a fable. What is the purpose of the fable? What is the most important lesson you learned from the selection?	-What is the difference between a command and a request? - The command plainly gives an order while a request asks a favor to do or act at a certain task. -What is a direct and indirect	-What is a graphic organizer? -How does it help the beginners to write a selection? Why should we be familiar with graphic organizers?

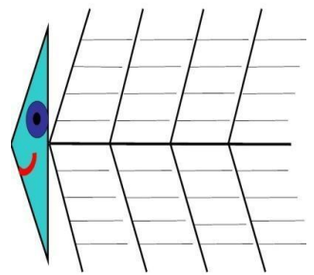
				discourse? 1. John said, “wash the dishes Anna.” -John ordered Anna to wash the dishes. 2. “Please give me a piece of advice.” Jay said. -Jay asked me to give him a piece of advice. How do you deliver a direct and indirect discourse? In the reported command, the verb “said” is not used, instead, “told”. The word “to” is added before the verb. -In reporting request, the verb “asked” or “requested” is used instead of “told” . The word “please” is dropped.	
B. Establishing a purpose for the lesson	The teacher shows a spoon -It is used for eating. Aside from it is used as eating utensil, it can be used in several ways. Give some of its uses. Examples: ice cream scooper, taking in medicines, can opener, as a pestle etc.	Recall an instance in your life when you did a certain thing without thinking of the consequences. What do you think will happen if you did a certain thing without thinking of the consequences? Have the pupils relate their experiences. Enhance vocabulary words through body language. -Read the words aloud A. Hind legs B. Fore legs C. [ ] leap D. Without the second thought	Use flash cards/show me boards. Write R if the statement states request and C if it shows Command. 1. Listen attentively. 2. Please keep your things in order. 3. Avoid making too much noise. 4. Stop going around please. 5. Observe silence. -Play a game: Simon says. (Teacher uses command or request. 1. Go to the wash room. 2. Keep right! 3. Kindly speak in a soft voice. 4. Please lend me your ears. 5. Come with us.	Show a video clip about the children from the different parts of the world. Let them share opinion. -Compare the Filipino Children with the Children of the world. -The teacher presents a semantic web. What word can you associate with the word CHILDREN? CHILDREN	Show a picture of a true friend. -Do you have a friend? -What do you like most about your friend? -What do you dislike about him/ her? If you want to say an honest mistake of your friend how do you do it?

				Answers may vary. Unlock vocabulary words. Match column A with column B and write the letter of the correct answer. A: 1. rebozos 2. kimono 3. queue 4. igloo 5. fleet 6. hut B: a. a pendant braid of hair at the head b. an Eskimo house c. boat house d. cottage e. a Japanese lose robe fastened with a sash f. a long scarf of silk worn wrapped about the head and shoulder and sometimes over face	
C. Presenting examples/instances of the new lesson	B. Do you have a pet? Share a heroic deed it has done for you or for others. Unlocking of Difficulties: Synonym hunt through multiple choice. Encircle the letter of the correct answer 1. The sharp **protrusion** of a shrimp is used to fight against its enemies. a. a part of the body that is pointed b. a part of the body that is hidden. c. a part of the that is plain. d. a part of the body that is dull. 2. Nothing can **pierce** an iron shield even an iron sword. a. to rip of c. to crush b. to spin d. to go through 3. The beautiful white pearl is **glistening** under the rays of the sun. a. shine c. flash b. bright d. all the above 4. The **boastful** man shows off his knowledge about martial arts.	-Have you seen a fox? (Yes/ Not yet -What are the qualities of the fox in some common stories? (Often times fox is wise and bad) -Let us find out if the fox is still the fox we have known before.	Ask the pupils to read and analyze the comic strip. **Mother:** "Lock your room before leaving, Jim". **Jim: "**Yes, Mother". **Rina:** Mother told Jim to lock his door before leaving. **Ms.Aguila**: "Please polish the floor, Mang Ambo." **Mang Ambo:** "Yes Maám". **Ricky:** Ms. Aguila requested Mang Ambo to polish the floor.	A. Motive Questions: 1. How do children from around the world differ from each other? 2. How do children differ in complexion. 3. How do you compare the clothing's of the children from around the world? 4. Can you make distinctions as the types of houses in which children from around the world lives? 5. What do they have in common?	A. Motive Question: Why do we need to be tactful all the time?

	a. humble c. naughty b. overly confident d. shy **5.** His colorful lantern has **scorched** because of the constant raining. a. dried c. dyed b. worn d. a and b Motive Question: Why is that the story titled the Boastful Shrimp?				
D. Discussing new concepts and practicing new skills #1	The teacher uses the popcorn reading strategy while the other pupils listen very carefully The Boastful Shrimp Once there was a shrimp who thought he was the most handsome shrimp in the world. In fact, he believed that he was more handsome than any other creatures on earth. "Just look at my sword," he proudly told the other young shrimps, pointing to the sharp pointed protrusion at the end of his nose. Of course, as far as shrimps were concerned, the end of the nose was the most natural place for the sword to be. "And look at my thick, smooth shield," Like other shrimps he carried his shield," he would continue. "Nothing can pierce the shield," like other shrimps he carried his shield on his head. All he needed to do to show off his head was to hold his head high. "You are indeed a handsome shrimp," said an old experienced shrimp. "But you are just reaching adulthood and have had no experience of the world. Do not display yourself too much or else one of those humans might grab you," said the old shrimp pointing with one of his many legs to a young man swimming nearby. "Grab me? Who? That soft-skinned two – legged creature? "scoffed the young shrimp. "He does not even have a proper shell. He has those funny little bits of shell on the ends of his fingers and toes, which do	Read the story. The Fox in the Well A fox once fell into the well. He tried to jump out but each time he did, he fell back down. By and by a goat passed by. Looking into the well, he saw the fox. "Hello," he called. "What are you doing down there?" "Drinking some water of course!" replied the fox. "Is it good?" asked the goat. "Good? It is the best water I ever tasted in my whole life," answered the fox, drinking a gulp of water. Without a second thought, the goat jumped in. After drinking some water, he looked about for a way to get out of the well. "How do we get out of here? "he asked the fox? "I know what we can do," said the fox. Looking at the goat from the corner of his eye. "Stand on your hind legs. Plant your fore legs firmly against the side of the well. I'll climb on your back, and I'll step on your horns. Then I can get out. When I'm out, I'll help you get out too." "That's a good idea!" said the goat happily as he did what the fox told him to do. The fox climbed on the goat's back and horns. Then he jumped out of the well and started on his way. "Hey!" shouted the goat. "Help me out of here. You promised to help me." "You silly goat," said the fox. You should have thought of that before you	What kinds of sentences were used? -Study the charts of **direct** and **indirect discourse** **-**Differentiate a direct and indirect discourse. -Differentiate command from request based on their usage. Point out also their similarities.	Read the poem: Children Around the World (by Jo Feniford) Some children are brown like newly baked bread, Some children are yellow and some are red, Some children are white and some almost blue, Their colors are different, the children like you. Some children wear sweaters and some rebozos Some children wear furs and some kimonos' Some children go naked, and wear only their queue, Their clothes may be different, the children like you. Some children have houses of stone in the streets, Some lived in igloos and some lived in fleets, Some lived in old straw huts and some in new,	Read the dialogues. Joana: Hey, Susan! It smells stinky, Is that you Susan! Susan: No! (She cried and ran outside.) Joana: Oh! I don't mean to hurt you, I just want to be frank! B. Frieda: Hi, Jenna. Can we talk outside? Jenna: Sure! Perhaps it is a very important matter right? Frieda: Yes Jenna. I am your friend and I am concern about your wellness. Being a teenager we must be concern with our personal hygiene. Taking a bath everyday will help a lot. It is more of loving and respecting ourselves. Jenna: Thank you Frieda, indeed you are a true friend. Thank you, and I appreciate it very much. Comprehension Check: How did Susan react to Joana's statement? Do you think Joana's action is right? If you were Susan, will you feel the same? In the dialogue B, How did Frieda approach Jenna? Did Jenna got angry? Did she feel

	not protect him at all, as far as I can tell. All I need to do is stab him with my sharp sword, and that will be end of him. Someday, he and other two-legged humans will look at me and admire me!" said the young shrimp. "Well if you won't listen to my advice," said the old shrimp, "you will have to learn your lessons the hard way." The young shrimp soon forget about the old shrimp's advice. He continued his habit of looking for groups of other young shrimps his age and showing off before them. He would engage in shrimp gymnastics, bending his body this way and that, to let them see how strong his muscles inside his beautifully glistening white shell, which hardly had any dark dots or lines on them, unlike the other shrimps around him. One day, a fishing boat passed by, with fisherman on board looking for a good catch. The boastful shrimp saw his chance to display his athletic form before them. He swam to the surface of the water. The fisherman saw him. They cast their net and in a few minutes, the boastful young shrimp was caught in the net, along with other shrimps and fish. That day, at lunch time, the boastful shrimp was seen on the end of a barbeque stick, his shell now in beautiful colors of pink, red and brown with some scorched spots from the coals over which he was roasted. "What a fine, fat shrimp!" explained the persons around the dining table. "It's the best shrimp I've ever tasted!" said the person who picked up the barbeque stick and cut up the shrimp, after putting a little portion in his mouth. The boastful, young shrimp got his wish at last to be admired by humans.	jumped in. Next time, look before you leap." -Answer the Comprehension Check. 1. Where did the story happen? 2. Who fell into the well? 3. Who jumped into the well? 4. Why do you think the goat believed the fox? Explain. 5. How did the fox get out of the well? 6. Why did the goat decided to jump into the well? 7. If you were the goat, will you do the same? 8. If you were the fox, will you do the same? 9. What is the moral of the story? B. Enumerate the story grammar of the selection read. -Characters: The Fox and the Goat -Settings: at the well -Plot: The goat saw the Fox dinking at the well so the goat did the same without giving a second thought. In the end the goat left at the well all by himself. -What does the author want us to feel? -What do you think is the purpose of the author in writing the story?		Their homes may be different, the children like you. Some children are Finnish, and some from Japan, Some are Norwegian and some from Sudan. Oh yes, we have children in valley, or pike, Their countries are different-the children alike. Oh if they could dance and if they could play Altogether what a wonderful day! Some could come sailing and some could just hike! So much would be different- The children alike. -Using the Clustering Organizer, discuss how children from different parts of the world differ from each other. 	embarrassed? Why? If you were Jenna, will you get mad at Frieda? Why? If you will choose between Joana and Frieda, who will you choose? Why?

	B. Answer the Comprehension Check- up. 1. Describe the Shrimp based on his outer and inner appearance. 2. Why did the old shrimp advised the boastful shrimp not to display the latter's shell too much? 3. Did the boastful shrimp listen to his advice? Why? 4. What happened to him? 5. What lesson did you learn from the selection? -Explain answers by giving one's opinion and supporting idea			-Let pupils label the sub clusters. Can you give reasons why they have different complexions? (They came from different parts of the world) Cite countries and their skin color. (Filipinos have brown complexion, China and Japan have yellow complexion, Americans have white complexion, Africans have black complexions) -Locate using map or globe where these children are found.	
E. Discussing new concepts and practicing new skills #2	Group Work Each group will have the review of the selection listened to. A graphic organizer is used in presenting and developing the skill. The teacher asks each group on action taken by the boastful shrimp and later asks for inferences on alternative actions. -What did we do to be able to give alternative actions to the action taken by the character in the story they read. -Presentation of each group	What is a Fable? (The Fable is a short fictional story that is characterized by animals and it always gives us a lesson in life.) -What is the purpose of a fable? (The purpose of a fable is to entertain and to inform.) -What makes it unique? (It is characterized by animals having the attributes of humans.) The teacher reads 10 statements and the pupils will identify whether it is a fact or a bluff. (FACT OR BLUFF CARD) Bluff 1. The animals can think. Bluff 2. The goat is a friend to the fox. Fact 3. The fox belongs to the dog family. Fact 4. The goat is a hog. Fact 5. The fable is fictional.	Present a Bubble Talk. Teacher calls on three pupils to act out the dialogue and complete the indirect command or request. A. **Grandfathe**r: "Obey your parents, Jojo". **Jojo**: "Yes Lolo". S**hiella**: Obey your parents, Jojo. B. **Millie:** "Rizza, Please help me finish my homework". **Rizza**: "Sure". **Raffy**: Millie____Rizza____finish_____ project Answer: Millie asked Rizza to help her finish her project.	Use your own graphic organizer, and supply the missing details asked by each sub topic. A. SHELTER B. CLOTHES C. COLOR OF THE SKIN D. COUNTRY ORIGIN 	Group Work: Each group will share an instance in their life when they experienced the tactlessness of a certain person. How they reacted on it. .

		Fact 6. Animals have their own ways of communicating with one another. Fact 7. All fables give a lesson in life. Bluff 8. Talking animals like humans is true. Bluff 9. A fox is smarter than a goat. Fact 10. In the story, the fox is representing the smart people.			
F. Developing mastery	Enumerate the characters in the story. (The Shrimp, The Old Shrimp) -What line in the story tells about the characteristics of the shrimp? -What part of the story you liked best?	Enumerate the different purposes of a selection. -to entertain -to inform -to persuade	The teacher gives request and command statements. Fill in the blanks the missing words to complete the sentences. Letters A to D A. Rico said, “Eric waters the plants”. -Rico_____water the Plants. B. Liza said, “Please check the papers for me, Annie.” -Liza____Annie_____the papers for ____. C. Mr. Mirasol said, “Jose, submit your project early tomorrow.” -Mr. Mirasol_____Jose_____project early tomorrow. D. The maid said, “Please stay in your room, children.” - The maid____the children_____stay in _____room. Answers: 1. Rico ordered Eric to water the plants. 2. Liza asked Annie to check the papers for her. 3. Mr. Mirasol told Jose to submit his project	GROUP WORK Present a Fishbone Mapping Graphic Organizer. Provide the needed data or details to conclude the general concept of children of the world similarities and differences. Similarities and differences of the Children of the World Fishbone: A Graphic Organiser  Each group will present each work. Explain why they chose the said organizer.	Create a simple skit that shows tactfulness in school. Checking.

			early tomorrow. 4. The maid requested the children to stay in their room.		
G. Finding practical applications of concepts and skills in daily living	A. FIND THE GEMS: -Read the story of the selection The Story of the Tiny Frog. **GROUP WORK:** Group the pupils into four. -Group I is assigned to look for **the Characters in the story**. -Group II is assigned to look for the **Settings.** -Group III is assigned to look for the **Plot** by sequencing the events in the story in five sentences. - Group IV is assigned to look for the **Theme of the Story**. -Write each output in the Manila Paper and each groupo will assign a presentor in front of the class. -The teacher gives the final correction/ clarification after each presentor. **The Story of The Tiny Frog** There once was a bunch of tiny frogs who got together to arrange a competition to reach to the top of the highest tower in town. As the date for the competition was announced, the news spread everywhere and crowd in large numbers gathered around the tower to see this interesting competition and cheer on the contestants. The crowd did not really believe any of these little frogs were going to make it to the top of the tower. Yet they were curious… The competition began, the frogs quickly started to ascend and the crowd cheered! As a few moments passed, someone from the crowd shouted, "Not a chance that they will succeed! The tower is too high!" Another spectator said, "Yes, they will never make it to the top. It's way too difficult!" As the competition continued, some of the tiny frogs began collapsing. One by	ACT ME OUT: - Group the pupils into 3 to role play the selection below. **-Group I to entertain** **-Group II to persuade or convince.** **-Group III to inform** **A Raven and a Swan** e A Raven, which you know is black as coal, was envious of the Swan, because her feathers were as white as the purest snow. The foolish bird got the idea that if he lived like the Swan, swimming and diving all day long and eating the weeds and plants that grow in the water, his feathers would turn white like the Swan's. So he left his home in the woods and fields and flew down to live on the lakes and in the marshes. But though he washed and washed all day long, almost drowning himself at it, his feathers remained as black as ever. And as the water weeds he ate did not agree with him, he got thinner and thinner, and at last he died. B. The teacher uses the **Rubric**s below for checking the role play. **Role-Play Rubric BLM G**–17 Name: Date:_____ Activity: _____Role played: _____ Assessment done by: _____ _____Criteria: Rating: Speech was clear with appropriate volume and inflection. 5 4 3 2 1 Role was played in a convincing, consistent manner. 5 4 3 2 1 Arguments and viewpoints expressed fit role played. 5 4 3 2 1 Costumes and	A. WORKING IN TANDEM: Find a partner and create a usual scenario in class that shows the use of a command and request in direct and indirect discourse. Each tandem is expected to present their work in one minute. The teacher checks the pupils work immediately. Using the Rubric for making a dialogue. Generating Ideas Rubric: Small Moments (circle map) Name:_____ | | Excellent 5 Points | Good 4 Points | Needs Improvement 3 Points | Attempting 2 points | Not Attempting 1 point | |---|---|---|---|---|---| | Small Moment Topic | | | | | | | At least 3 supporting ideas | | | | | | | Ideas make sense with the topic | | | | | | | Legibility/Neatness | | | | | | | Total Points: Grade: | | | | | |	LET'S DO IT! Prepare an outline about how you want to spend your Christmas using the clustering of ideas. Checking after immediate submission of work.	Look for a tandem/ partner and think of a situation. Deliver a one minute dialogue using the tactful way of communicating with others. The teacher checks the activity immediately using the RUBRIC. Generating Ideas Rubric: Small Moments (circle map) Name:_____ | | Excellent 5 Points | Good 4 Points | Needs Improvement 3 Points | Attempting 2 points | Not Attempting 1 point | |---|---|---|---|---|---| | Small Moment Topic | | | | | | | At least 3 supporting ideas | | | | | | | Ideas make sense with the topic | | | | | | | Legibility/Neatness | | | | | | | Total Points: Grade: | | | | | |

	one… tired… exhausted… But the race continued… as those who still had the fight left, passionately continued to climb higher and higher… In the excitement and anxiety the crowd continued to yell, "It is too difficult. No one will make it!" More tiny frogs got tired and gave up. They all continued to give up one by one, until there was only ONE little frog left in the competition who continued to climb higher and higher and higher… This one wouldn't give up! This one tiny frog who, after a big effort was the only one who reached the top! This little soul was the winner! He made it! He got the glory! Naturally, everyone wanted to know how this one tiny frog managed to pull it off when every other contestant gave up. Everybody wanted to know how this tiny frog had found the strength to reach this goal that everyone else thought it was impossible. So, they asked questions. It turned out that the winner was deaf	props were effectively used. 5 4 3 2 1 Role-play was well prepared and organized. 5 4 3 2 1 Role-play captured and maintained audience interest. 5 4 3 2 1 Additional Criteria: _____ _____ _____ _____ _____ _____ _____ _____ Comments:			
H. Making generalizations and abstractions about the lesson	Ask: How do we get the significant details in the story read? *Concept Formation:* Noting the significant detail is reading between the lines to get the main idea of the story, how it started, developed and ended with the help of the characters and other elements of the story.	Pupils will state the Fable's concepts. *Concept Formation:* Fable is a fictional story that has a purpose of entertaining and informing the readers. It is peopled by animals that are capable of talking and expressing feelings as humans	Ask: What is Command? What is Request? -What is a direct discourse? -What is indirect discourse? *Concept Formation:* In the reported command, the verb "said" is not used, instead, "told". The word "to" is added before the verb. -In reporting request, the verb "asked" or "requested" is used instead of "told". The word "please" is dropped. The quotation marks are dropped. Necessary changes are made in the pronouns. Examples: Direct:	Ask: What is the importance of organizing ideas through graphic organizer? *Concept Formation:* The clustering graphic organizer shows and separates the developed ideas from other ideas. The use of the CGO provides the organization of ideas easy to understand, making learning more enjoyable .	Ask; How do we show tactfulness in communicating with others? *Concept Formation:* 1. Be honest but always consider the feelings of others. There are many ways in communicating without hurting the feelings of others.

			1. "Put down your bag," mother said to Leo. 2. "Please try the other button," Lyka said.		
I. Evaluating learning	Number each statement according on how the story happened. _____The old shrimp advised the handsome shrimp not to show off too much. _____When one day a fisherman was looking for a good catch. _____The handsome Shrimp starts to brag about his handsomeness and athletic figure. _____He was caught by fishing net of the fisherman. _____The boastful shrimp was cooked and eaten at lunch.	The teacher will read the selections orally and the pupils will identify its purpose. 1. Ultra was lying down on the back porch when suddenly his friend Kitten went to him and she invited him to visit their friend Sky at the pen. 2. The Frog went out for she hate himself for being useless. He couldn't croak and jump. After he fell into a deep well and was about to face his death, he was able to bring his best and did even better. He is certain that no one could help us except our own self. 3. The Free Bird cried, "My Darling sing the song of the woodlands." The caged bird said, "Sit by my side; I'll teach you the speech of the learned." 4. There was a turtle that couldn't stop talking and the geese made a challenge to bring her to the nice place if she could promise not to talk because she will be carrying a stick on her mouth. The turtle agreed and so they flew to the place. They heard people saying something about them and the turtle spoke. She fell dead on the ground. 5. The monkey who was so wise ate all the bananas and went down without noticing the thorns planted by his friend turtle. His selfishness ruined him.	Read the short paragraph below. Follow what you are asked to do. It was vacation time. Being the eldest, Lina was assigned by her mother to clean the house. In order to finish early, she called her brothers and sisters to help her. Identify her statement if it is a command or request then transform each into a reported form. _____1. "Kevin, please dust the furniture". _____2. "Susie, arrange the books and magazines". _____3. "Husk the floor, Ruben." _____4. "Help me put some plants inside, Roy". _____5. "Please be careful with the plates, Susie".	Use a graphic aid to organize the ideas in the given paragraph. Provide a Title to the paragraph. pp.428-429 1. The Filipino is a very respectful person. He shows due respect to his parents, elders and to people in authority. He never misses saying the word "po" and "opo". This is a Filipino way Of showing respect, which we are very proud of. He kisses the hands of parents and grandparents as a unique way of showing respect to elders. He calls his older brother "Kuya and his older sister "ate".	Write T if it shows tactfulness for each situation. _____1. Kindly do your work on time because it can help in our performance rating. _____2. Work fast, you waste our time. _____3. We can finish the task on time if we will help each other. _____4. It is much better if we are a help than a burden to other, _____5. Speak like no one is listening to you.

J. Additional activities for application or remediation	Read a short story or dialogue. Write the plot in 5 sentences. -Be ready to share it in class.	Read another fable and fill up the SWBS Chart meeting the details in the story.	Read and tell what the person in each sentence said. 1. Father said, “Avoid playing near the pool, John”. 2. “Please help me with my toy, Sandy”, Sam said. 3. “Pray before sleeping Ela”, aunt Norma said. 4. Estella said, “Please allow me to visit my friend, Grandma.” 5. “Proceed to my office” the Principal said.	Write a paragraph from the given topics and present it to the class using a graphic organizer. A. Effect of Smoking on One’s Health B. Students’ Addiction to Internet Gaming C. How Do You Celebrate Christmas?	Cut out a comic strip and compose a comic balloon for each conversation. Always use a tactful way of communicating your thoughts and feelings.

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 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?					