

 <b>DAILY LESSON PLAN</b>	<b>School</b>		<b>Grade Level</b>	<b>VI</b>
	<b>Teacher</b>		<b>Learning Areas</b>	<b>English</b>
	<b>Quarter</b>	<b>1<sup>st</sup></b>	<b>Week</b>	<b>5</b>

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>I. OBJECTIVES</b>					
<b>A. Content Standards</b>	Listens critically to news reports and other radio broadcasts and expresses ideas accurately in oral and in written forms;	Demonstrates understanding of figurative language, word relationships and nuances in word meanings to develop word consciousness	Demonstrates command of conversations of standard English grammar and usage when writing or speaking	Demonstrates command of conversations of standard English grammar and usage when writing or speaking	Weekly Test
<b>B. Performance Standards</b>	Demonstrates confidence in the use of the language to meet everyday's needs; and reads independently and gets relevant information from various text types.	Uses figurative language appropriately in various context	Uses the correct function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in various discourse (oral and written	Uses the correct function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in various discourse (oral and written	
<b>C. Learning Competencies/ Objectives (Write the LC code for each)</b>	<b>EN6LC-Ie-2.11.1</b> <b>EN6LC-Ie-2.11.2</b> <b>EN6LC-Ie-2.11.3</b> Infer the speaker's tone, mood and purpose	<b>EN6RC-Ie-6.8</b> <b>EN6RC-Ie-6.9</b> Analyze figures of speech (simile, metaphor)	<b>EN6G-Ie-3.3</b> Compose clear and coherent sentences using appropriate grammatical structures: -Modals	<b>EN6G-Ie-3.3</b>  Compose clear and coherent sentences using appropriate grammatical structures: - Modals	
<b>II. CONTENT</b>	Speaker's Tone and Mood	Figures of Speech	Modals	Modals	
<b>III. LEARNING RESOURCES</b>					
<b>A. References</b>					
1. Teacher's Guide pages					
2. Learner's Material pages					
3. Textbook pages					

<b>4. Curriculum Guide page/s</b>	125	125	125	125	
<b>5. Additional Materials from Learning Resource portal (LR)</b>	Activity Sheets in English 6 (Quarter 1:Week 5-Day1)	Activity Sheets in English 6 (Quarter 1:Week 5-Day 2)	Activity Sheets in English 6 (Quarter 1:Week 5-Day 3)	Activity Sheets in English 6 (Quarter 1:Week 5-Day 4)	
<b>B. Other Learning Resources</b>	Charts		Charts	Charts	
<b>IV. PROCEDURES</b>					
<b>A. Reviewing previous lesson or presenting the new lesson</b>	Let's Recall p. 1	Let's Recall p.2 Simile and Metaphor	Let's Practice Fluency p. 1 Let's Recall p. 2	Let's Recall p. 1	
<b>B. Establishing a purpose for the lesson</b>	Let's Try This (A) pp. 2-3	Let's Study This p.4			
<b>C. Presenting examples/instances of the new lesson</b>	Let's Try This (B, C & D) p. 4	Let's Practice p.1	Let's Try This pp. 2-3	Let's Try This p. 2	
<b>D. Discussing new concepts and practicing new skills #1</b>	Let's Study This pp. 4-5	Let's Study This pp 2-3	Let's Study This pp. 3-4	Let's Study This p3	
<b>E. Discussing new concepts and practicing new skills #2</b>	Let's Do This pp. 5-6	Let's Do This pp. 5	Let's Do This p. 5 -6	Let's Do This p. 4	
<b>F. Developing mastery (Leads to Formative Assessment 3)</b>	Let's Do More pp. 6-7	Let's Do More pp. 6	Let's Do More p. 6	Let's Do More p. 4	
<b>G. Finding practical applications of concepts and skills in daily living</b>					

<b>H. Making generalizations and abstractions about the lesson</b>	Let's Remember p. 7	Let's Remember p. 8	Let's Remember pp. 6	Let's Remember p. 5	
<b>I. Evaluating learning</b>	Let's Test Ourselves pp. 7-8	Let's Test Ourselves pp. 8-9	Let's Test Ourselves pp. 6	Lets' Test Ourselves p. 5	
<b>J. Additional activities for application or remediation</b>					
<b>V. REMARKS</b>	<div></div> <div></div> <div></div> <div></div> <div></div>	<div></div> <div></div> <div></div> <div></div> <div></div>	<div></div> <div></div> <div></div> <div></div> <div></div>	<div></div> <div></div> <div></div> <div></div> <div></div>	<div></div> <div></div> <div></div> <div></div> <div></div>
<b>VI. REFLECTION</b>					
<b>A. No. of learners who earned 80% in the evaluation</b>	VI-1 (51) _____ VI-2 (52) _____ VI-3 (42) _____	VI-1 (51) _____ VI-2 (52) _____ VI-3 (42) _____	VI-1 (51) _____ VI-2 (52) _____ VI-3 (42) _____	VI-1 (51) _____ VI-2 (52) _____ VI-3 (42) _____	VI-1 (51) _____ VI-2 (52) _____ VI-3 (42) _____
<b>B. No. of learners who require additional activities for remediation who scored below 80%</b>	VI-1 (51) _____ VI-2 (52) _____ VI-3 (42) _____	VI-1 (51) _____ VI-2 (52) _____ VI-3 (42) _____	VI-1 (51) _____ VI-2 (52) _____ VI-3 (42) _____	VI-1 (51) _____ VI-2 (52) _____ VI-3 (42) _____	
<b>C. Did the remedial lessons work? No. of learners who have caught up with the lesson</b>	VI-1 (51) _____ VI-2 (52) _____ VI-3 (42) _____	VI-1 (51) _____ VI-2 (52) _____ VI-3 (42) _____	VI-1 (51) _____ VI-2 (52) _____ VI-3 (42) _____	VI-1 (51) _____ VI-2 (52) _____ VI-3 (42) _____	
<b>D. No. of learners who continue to require remediation</b>	VI-1 (51) _____ VI-2 (52) _____ VI-3 (42) _____	VI-1 (51) _____ VI-2 (52) _____ VI-3 (42) _____	VI-1 (51) _____ VI-2 (52) _____ VI-3 (42) _____	VI-1 (51) _____ VI-2 (52) _____ VI-3 (42) _____	
<b>E. Which of my teaching strategies worked well? Why did these work?</b>	<i>Strategies used that work well:</i> ___ <b>Metacognitive Development:</b> <b>Examples:</b> Self assessments, note taking and studying	<i>Strategies used that work well:</i> ___ <b>Metacognitive Development:</b> <b>Examples:</b> Self assessments, note taking and studying	<i>Strategies used that work well:</i> ___ <b>Metacognitive Development:</b> <b>Examples:</b> Self assessments, note taking and studying	<i>Strategies used that work well:</i> ___ <b>Metacognitive Development:</b> <b>Examples:</b> Self assessments, note taking and studying	

	<p>techniques, and vocabulary assignments.</p> <p><b>Bridging:</b>  <b>Examples:</b> Think-pair-share, quick-writes, and anticipatory charts.</p> <p><b>Schema-Building:</b>  <b>Examples:</b> Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p><b>Contextualization:</b>  <b>Examples:</b> Demonstrations, media, manipulatives, repetition ,and local opportunities.</p> <p><b>Text Representation:</b>  <b>Examples:</b> Student created drawings, videos, and games.</p> <p><b>Modeling: Examples:</b> Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.</p> <p><b>Other Strategies:</b></p> <p>___ <i>Explicit Teaching</i></p> <p>___ Group collaboration</p> <p>___ Gamification/Learning throuh play</p> <p>___ Answering preliminary activities/exercises</p> <p>___ Carousel</p> <p>___ Diads</p> <p>___ Differentiated Instruction</p> <p>___ Role Playing/Drama</p> <p>___ Discovery Method</p> <p>___ Lecture Method</p> <p>___ Games</p> <p>___ Power Point Presentation</p> <p>___ Discussion</p> <p>___ Case Method</p> <p>___ Think-Pair-Share (TPS)</p> <p>___ Rereading of Paragraphs/</p>	<p>techniques, and vocabulary assignments.</p> <p><b>Bridging:</b>  <b>Examples:</b> Think-pair-share, quick-writes, and anticipatory charts.</p> <p><b>Schema-Building:</b>  <b>Examples:</b> Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p><b>Contextualization:</b>  <b>Examples:</b> Demonstrations, media, manipulatives, repetition ,and local opportunities.</p> <p><b>Text Representation:</b>  <b>Examples:</b> Student created drawings, videos, and games.</p> <p><b>Modeling: Examples:</b> Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.</p> <p><b>Other Strategies:</b></p> <p>___ <i>Explicit Teaching</i></p> <p>___ Group collaboration</p> <p>___ Gamification/Learning throuh play</p> <p>___ Answering preliminary activities/exercises</p> <p>___ Carousel</p> <p>___ Diads</p> <p>___ Differentiated Instruction</p> <p>___ Role Playing/Drama</p> <p>___ Discovery Method</p> <p>___ Lecture Method</p> <p>___ Games</p> <p>___ Power Point Presentation</p> <p>___ Discussion</p> <p>___ Case Method</p> <p>___ Think-Pair-Share (TPS)</p> <p>___ Rereading of Paragraphs/</p>	<p>techniques, and vocabulary assignments.</p> <p><b>Bridging:</b>  <b>Examples:</b> Think-pair-share, quick-writes, and anticipatory charts.</p> <p><b>Schema-Building:</b>  <b>Examples:</b> Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p><b>Contextualization:</b>  <b>Examples:</b> Demonstrations, media, manipulatives, repetition ,and local opportunities.</p> <p><b>Text Representation:</b>  <b>Examples:</b> Student created drawings, videos, and games.</p> <p><b>Modeling: Examples:</b> Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.</p> <p><b>Other Strategies:</b></p> <p>___ <i>Explicit Teaching</i></p> <p>___ Group collaboration</p> <p>___ Gamification/Learning throuh play</p> <p>___ Answering preliminary activities/exercises</p> <p>___ Carousel</p> <p>___ Diads</p> <p>___ Differentiated Instruction</p> <p>___ Role Playing/Drama</p> <p>___ Discovery Method</p> <p>___ Lecture Method</p> <p>___ Games</p> <p>___ Power Point Presentation</p> <p>___ Discussion</p> <p>___ Case Method</p> <p>___ Think-Pair-Share (TPS)</p> <p>___ Rereading of Paragraphs/</p>	<p>techniques, and vocabulary assignments.</p> <p><b>Bridging:</b>  <b>Examples:</b> Think-pair-share, quick-writes, and anticipatory charts.</p> <p><b>Schema-Building:</b>  <b>Examples:</b> Compare and contrast, jigsaw learning, peer teaching, and projects.</p> <p><b>Contextualization:</b>  <b>Examples:</b> Demonstrations, media, manipulatives, repetition ,and local opportunities.</p> <p><b>Text Representation:</b>  <b>Examples:</b> Student created drawings, videos, and games.</p> <p><b>Modeling: Examples:</b> Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.</p> <p><b>Other Strategies:</b></p> <p>___ <i>Explicit Teaching</i></p> <p>___ Group collaboration</p> <p>___ Gamification/Learning throuh play</p> <p>___ Answering preliminary activities/exercises</p> <p>___ Carousel</p> <p>___ Diads</p> <p>___ Differentiated Instruction</p> <p>___ Role Playing/Drama</p> <p>___ Discovery Method</p> <p>___ Lecture Method</p> <p>___ Games</p> <p>___ Power Point Presentation</p> <p>___ Discussion</p> <p>___ Case Method</p> <p>___ Think-Pair-Share (TPS)</p> <p>___ Rereading of Paragraphs/</p>	
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	Poems/ Stories <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Role Playing/Drama <input type="checkbox"/> Discovery Method <input type="checkbox"/> Lecture Method <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's Cooperation in doing their tasks <input type="checkbox"/> Guided Activity <input type="checkbox"/> Experiential Learning  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 	Poems/ Stories <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Role Playing/Drama <input type="checkbox"/> Discovery Method <input type="checkbox"/> Lecture Method <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's Cooperation in doing their tasks <input type="checkbox"/> Guided Activity <input type="checkbox"/> Experiential Learning  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 	Poems/ Stories <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Role Playing/Drama <input type="checkbox"/> Discovery Method <input type="checkbox"/> Lecture Method <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's Cooperation in doing their tasks <input type="checkbox"/> Guided Activity <input type="checkbox"/> Experiential Learning  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 	Poems/ Stories <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Role Playing/Drama <input type="checkbox"/> Discovery Method <input type="checkbox"/> Lecture Method <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's Cooperation in doing their tasks <input type="checkbox"/> Guided Activity <input type="checkbox"/> Experiential Learning  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 	
<b>F. What difficulties did I encounter which my principal or supervisor can help me solve?</b>	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Unavailable Technology / Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Unavailable Technology / Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Unavailable Technology / Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Unavailable Technology / Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works	
<b>G. What innovation or localized materials did I use/discover which I wish to share with other teachers?</b>	<i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making use big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition	<i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making use big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition	<i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making use big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition	<i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making use big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition	

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