

|                                                                                                                                   |                          |                                  |                |                         |
|-----------------------------------------------------------------------------------------------------------------------------------|--------------------------|----------------------------------|----------------|-------------------------|
|  <b>GRADES 1 to 12</b><br><b>DAILY LESSON LOG</b> | School:                  |                                  | Grade Level:   | VI                      |
|                                                                                                                                   | Teacher:                 |                                  | Learning Area: | EPP-HE                  |
|                                                                                                                                   | Teaching Dates and Time: | SEPTEMBER 12 – 16, 2022 (WEEK 4) | Quarter:       | 1 <sup>ST</sup> QUARTER |

|                                        | MONDAY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | TUESDAY                                 | WEDNESDAY                                  | THURSDAY                                    | FRIDAY                                                |
|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|--------------------------------------------|---------------------------------------------|-------------------------------------------------------|
| <b>I. OBJECTIVES</b>                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                         |                                            |                                             |                                                       |
| <b>A. Content standards</b>            | Demonstrates an understanding of skills in sewing household linens                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                         |                                            |                                             |                                                       |
| <b>B. Performance Standards</b>        | Sews household linens using appropriate tools and materials in applying basic principles in sewing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                         |                                            |                                             |                                                       |
| <b>C. Learning Competencies</b>        | 2.4 drafts pattern for household linens<br>2.4.1 steps in drafting pattern<br>2.4.2 safety precautions<br>2.5 sews creative and marketable household linens as means to augment family income<br>2.5.1 assesses the finished products as to the quality (using rubrics)<br>2.6 markets finished household linens in varied/creative ways<br>2.6.1 packages product for sale creativity/artistically: prepares creative package and uses materials using local resources, packages products artistically, and labels packaged product<br>2.6.2 computes costs, sales and gains with pride<br>2.6.3 uses technology in advertising products<br>2.6.4 monitors and keeps record of production and sales |                                         |                                            |                                             |                                                       |
| <b>Write the LC Code for each</b>      | <b>TLE6HE-0d-8, TLE6HE-0d-9</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                         |                                            |                                             |                                                       |
| <b>II. CONTENT</b>                     | Sewing of household linens                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                         |                                            |                                             |                                                       |
| <b>III. LEARNING RESOURCES</b>         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                         |                                            |                                             |                                                       |
| <b>A. References</b>                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                         |                                            |                                             |                                                       |
| 1. Teacher's Guide                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                         |                                            |                                             |                                                       |
| 2. Learner's Materials                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                         |                                            |                                             |                                                       |
| 3. Textbook                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                         |                                            |                                             |                                                       |
| 4. Additional Materials From LR        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                         |                                            |                                             |                                                       |
| <b>B. Other Learning Resources</b>     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                         |                                            |                                             |                                                       |
| <b>IV. PROCEDURES</b>                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                         |                                            |                                             |                                                       |
| <b>A. Review/Presenting New Lesson</b> | Review: Identifying supplies/materials and tools needed for the project                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Review: How to sew and sell pillowcases | Review: How to make and sell table runners | Review: Labeling and designing of a product | Review: Making an advertisement for a certain product |

|                                                               |                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                               |                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                              |         |          |         |          |            |         |             |          |       |          |        |     |
|---------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|----------|---------|----------|------------|---------|-------------|----------|-------|----------|--------|-----|
| <b>B. Establishing a purpose of the lesson</b>                | Using a power point presentation, show the learners the different shapes, colors and designs of pillowcases.<br>Ask the learners what kind of pillowcases they have at home. | Play a video presentation of different household linens such as:<br><div><div>1.</div>Table Napkin</div> <div><div>2.</div>Table Cloth</div> <div><div>3.</div>Table Runner</div> <div><div>4.</div>Bed Sheet</div> <div><div>5.</div>Towel</div><br>Let the learners negotiate what particular household linen from the list they want to sew.<br>Guide and encourage the negotiations to a Table Runner. | Show a video of different packaging and designs of household linens.<br>Ask the learners what makes each attractive?          | Play a video of different TV commercials.                                                                                                                                                                    | Present a business financial record and income.<br>Explain to the learners that engaging in a business armed with a financial plan is needed/essential/ necessary. To monitor the status of your market gain.                                                                                                |         |          |         |          |            |         |             |          |       |          |        |     |
| <b>C. Presenting of the new lesson</b>                        | Today, we will learn on how to make pillowcases.<br><br>Present a video that shows how to make pillowcases.<br><br>Show the class the pattern on how to make pillowcases.    | Show a video that shows how to sew a table runner.<br>You can also provide pictures or slide show of different creative designs of table runners.<br>Present the pattern in sewing table runners.                                                                                                                                                                                                          | Present a sample picture of Table Runner label design and packaging through pictures or slide show presentation.              | Let each group present the product label formulated yesterday.                                                                                                                                               | Present a table with this content. <table><tr><td>PRODUCT</td><td>CURTAINS</td></tr><tr><td>CAPITAL</td><td>1,100.00</td></tr><tr><td>NO OF ITEM</td><td>8 pairs</td></tr><tr><td>PRICE/ ITEM</td><td>250/pair</td></tr><tr><td>SALES</td><td>2,000.00</td></tr><tr><td>PROFIT</td><td>900</td></tr></table> | PRODUCT | CURTAINS | CAPITAL | 1,100.00 | NO OF ITEM | 8 pairs | PRICE/ ITEM | 250/pair | SALES | 2,000.00 | PROFIT | 900 |
| PRODUCT                                                       | CURTAINS                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                               |                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                              |         |          |         |          |            |         |             |          |       |          |        |     |
| CAPITAL                                                       | 1,100.00                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                               |                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                              |         |          |         |          |            |         |             |          |       |          |        |     |
| NO OF ITEM                                                    | 8 pairs                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                               |                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                              |         |          |         |          |            |         |             |          |       |          |        |     |
| PRICE/ ITEM                                                   | 250/pair                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                               |                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                              |         |          |         |          |            |         |             |          |       |          |        |     |
| SALES                                                         | 2,000.00                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                               |                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                              |         |          |         |          |            |         |             |          |       |          |        |     |
| PROFIT                                                        | 900                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                               |                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                              |         |          |         |          |            |         |             |          |       |          |        |     |
| <b>D. Discussing new concept and practicing new skills #1</b> | Ask the pupils if they know someone or have seen somebody who is selling pillowcases.<br>Make the learners realize that making pillowcases can be a source of income.        | Let the learners apply or make the pattern of a table runner.                                                                                                                                                                                                                                                                                                                                              | Guide the learners to a realization that creativeness in designing and packaging takes a vital role in promoting the product. | Explain to the learners that to maximize marketing, advertisement is needed.<br>Original File Submitted and Formatted by DepEd Club Member - visit <a href="http://depedclub.com">depedclub.com</a> for more | Inform the learners about the parts and contents of the chart.<br>Capital- is the total value of expenses in making your product<br>Sales- is the total value of the items sold.                                                                                                                             |         |          |         |          |            |         |             |          |       |          |        |     |

|                                                                                |                                                                                                                                                                                               |                                                                                                                                                                                                                                          |                                                                                                                                                                                |                                                                                                                                                            |                                                                                                                                                                                                                                                         |
|--------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                |                                                                                                                                                                                               |                                                                                                                                                                                                                                          |                                                                                                                                                                                |                                                                                                                                                            | Profit- is the value of money after deducting the capital from the total sales.                                                                                                                                                                         |
| <b>E. Discussing new concepts and practicing #2</b>                            | Enumerate the different concerns in making pillowcases and in selling them such as:<br>1. Materials needed<br>2. Cost of Capital<br>3. Designs<br>4. Marketing Strategy<br>5. Target Consumer | Inform the learners that in making and selling table runners there are things to be considered such as:<br>1. Materials needed<br>2. Cost of Capital<br>3. Designs<br>4. Marketing Strategy<br>5. Target Consumer<br><br>Elaborate each. | Group the learners.<br>Instruct the learners to make a draft on their design for table runner packaging and label.<br>Remind them that creativeness catches buyers' attention. | Discuss the different forms of advertisement and the medium to advertise their products.<br>1. Magazine<br>2. Newspaper<br>3. TV Commercial<br>4. Facebook | Instruct learners to group themselves and make a financial report of their product yesterday.<br><br>Give each group enough time to work with each other in making their financial report.                                                              |
| <b>F. Developing mastery</b>                                                   | Let the learners make pillowcases' pattern.                                                                                                                                                   | Allow the learners to apply the pattern of sewing table runners by letting them do the actual sewing.<br>Remind them of the safety precautions in handling materials and while sewing.                                                   | Give learners ample time to apply their designs.<br>The learners will do the task by group.                                                                                    | Let the learners plan on how to promote their product through social media/using the internet                                                              | Group Presentation<br>Assign one from each group to present/report their output.                                                                                                                                                                        |
| <b>G. Finding practical application of concepts and skills in daily living</b> | Remind the pupils of the safety precautions in handling materials and in sewing.<br>Actual sewing of pillow cases                                                                             | Actual sewing activity with the teacher's supervision                                                                                                                                                                                    | Each group will present their formulated design for a product label.                                                                                                           | Let each of the groups present the advertisement.<br>Encourage each group to advertise the products in social sites.                                       | After reporting, ask each group the following questions.<br>1. How did you come up with the amount, for your capital?<br>2. Do you think the price of your product is reasonable?<br>3. What makes your product saleable?<br>4. Have you gained profit? |
| <b>H. Making generalizations</b>                                               | What skills do you need in making pillowcases and in gaining extra income out of it?                                                                                                          | What skills do you need in making table runners and in gaining extra income out of it?                                                                                                                                                   | How does the design of labels help the product become saleable?                                                                                                                | How do advertisements help reach the target consumer of your product?                                                                                      | Let each group share the experiences in the given activity.                                                                                                                                                                                             |
| <b>I. Evaluation</b>                                                           | Rate pupils' output using rubrics.                                                                                                                                                            | Rate pupils' output using rubrics.                                                                                                                                                                                                       | Rate their presentation using rubrics.                                                                                                                                         | Rate their presentation using rubrics.                                                                                                                     | Direction: Put a check (/) if you agree and X if you do not.                                                                                                                                                                                            |

|                                                                                          |  |  |  |  |                                                                                                                                                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------------|--|--|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                          |  |  |  |  | <div>___1. Creativity in making a label is important in promoting a product.</div> <div>___2. Quality is not important in a product.</div> <div>___3. The advertisement must also be creative.</div> <div>___4. Planning is important in a business.</div> <div>___5. In selling a product, it is necessary to know the target market.</div> |
| V. REMARKS                                                                               |  |  |  |  |                                                                                                                                                                                                                                                                                                                                              |
| VI. REFLECTION                                                                           |  |  |  |  |                                                                                                                                                                                                                                                                                                                                              |
| A. No. of learners who earned 80% of the formative assessment                            |  |  |  |  |                                                                                                                                                                                                                                                                                                                                              |
| B. No. of learners who required additional activities to remediation                     |  |  |  |  |                                                                                                                                                                                                                                                                                                                                              |
| C. Did the remedial lessons work?<br>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 of local and material did use/discover which I wish to share with other teachers |  |  |  |  |  |
|-----------------------------------------------------------------------------------------------------|--|--|--|--|--|