

 GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	VI
	Teacher:	Credit to the author of this file	Learning Area:	ENGLISH
	Teaching Dates and Time:	JANUARY 9-13, 2023 (WEEK 8)	Quarter:	2ND QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	
I. OBJECTIVES					
A. Content Standards	The learner demonstrates understanding... • of various elements in orally communicating information • of various non-verbal elements in orally communicating information • of the oral standards of English in order to participate in various oral communication demands (situation, purpose and audience) • that the English language is stress timed to support comprehension • that a change in stress entails a change of meaning to evaluate the speaker's / author's purpose and meaning • of the 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 purposes • to express ideas effectively in formal and informal compositions to fulfill their own purposes for writing • of non-verbal communication to communicate with others • of verbal and non-verbal elements of communication to respond back				
B. Performance Standards	The learner... • orally communicates information, opinions, and ideas effectively to different audiences using a variety of literary activities and purposes • 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 • reads with sufficient accuracy and fluency to support comprehension • uses knowledge of stress and intonation of speech to appropriately evaluate the speaker's intention, purpose and meaning • uses the correct function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in various discourse (oral and written) • speaks and writes using good command of the conventions of standard English • drafts texts using appropriate text types for a variety of audiences and purposes • edits, rewrites/ revises and publishes texts using appropriate text types for a variety of audiences and purposes				

	• applies knowledge of non-verbal skills to respectfully give the speaker undivided attention and acknowledge the message • uses paralanguage and non-verbal cues to respond appropriately • uses a variety of strategies to provide appropriate feedback				
C. Learning Competencies	EN6OL-IIh-6 React on the content of the material presented EN6F-II-1.6; EN6F-II-1.3; EN6F-II-1.7 Read grade level text with accuracy, appropriate rate and proper expression EN6A-IIh-16 Observe politeness at all times EN6A-IIh-17 Show tactfulness when communicating with others EN6A-IIh-18 Show openness to criticism	EN6G-IIh-8.3; EN6G-IIh-8.4 Compose clear and coherent sentences using appropriate grammatical structures: - Subordinate and coordinate conjunctions EN6OL-IIh-6 React on the content of the material presented EN6F-II-1.6; EN6F-II-1.3; EN6F-II-1.7 Read grade level text with accuracy, appropriate rate and proper expression	EN6WC-IIh-2.2.9 Write a 4-paragraph composition showing- problem and solution EN6G-IIh-8.3; EN6G-IIh-8.4 Compose clear and coherent sentences using appropriate grammatical structures: - Subordinate and coordinate conjunctions EN6OL-IIh-6 React on the content of		
II. CONTENT	“Someday” (Poem) “I Can Fly” (Poem)	“Going to Bed” (Poem) Coordinating Conjunctions	“A Surprise for Me”	Writing a Composition	
III. LEARNING RESOURCES					
A. References					
1. Teacher’s Guide pages					
2. Learner’s Materials pages					
3. Textbook pages					
4. Additional Materials from Learning Resource (LR) portal	Activity Sheet in English 6 (Quarter 2: Week 8 Day 1-2)	Activity Sheet in English 6 (Quarter 2: Week 8 Day 3)	Activity Sheet in English 6 (Quarter 2: Week 8 Day 4)	Activity Sheet in English 6 (Quarter 2: Week 8 Day 5)	
B. Other Learning Resources	Ney, James W., et.al. Good English Brown Book Concepts/ Skills/ Experiences. River Forest, Illinois: LAIDLAW BROTHERS, 1979. A Division of Doubleday and Company, Inc. ISBN O-8445-2233-3 pp.32-34; 214-215	Ney, James W., et.al. Good English Brown Book Concepts/ Skills/Experiences. River Forest, Illinois: LAIDLAW BROTHERS, 1979. A Division of Doubleday and Company, Inc. ISBN O-8445-2233-3 pp.250-251	Amazon.co.uk."Conjunctions." www.google.com.ph Accessed July 30, 2017.	Great Teaching with Graphic Organizers, Scholastic Professional Books, 1998	

		Amazon.co.uk. "Conjunctions." www.google.com.ph. Accessed July 30, 2017.		
IV. PROCEDURES				
A. Review/Presenting New Lesson	Present the Groupie output assigned to the learners last week.	Read “To the Learner” Activity Sheet in English 6 (Quarter 2: Week 8-Day 3, p.1)	Checking of the previous day’s assignment.	Read “To the Learner” Activity Sheet in English (Quarter 2: Week 8-Day 5, p.
B. Establishing a purpose for the lesson	Read “To the Learner” and “Let’s Learn This” Activity Sheet in English 6 (Quarter 2: Week 8-Day 1&2, p.1)	Read “Let’s Learn This” Activity Sheet in English 6 (Quarter 2: Week 8-Day 3, p.1)	Read “To the Learner” and “Let’s Learn This” Activity Sheet in English 6 (Quarter 2: Week 8-Day 4, p.1)	Read “Let’s Learn This” Activity Sheet in English 6 (Quarter 2: Week 8-Day 5, p.
C. Presenting examples/ instances of the new lesson	Do “Let’s Try This” Task 1: Picture Analysis Activity Sheet in English 6 (Quarter 2: Week 8-Day 1&2, p.1)	Do “Let’s Try This” Task 1: Picture Analysis Activity Sheet in English 6 (Quarter 2: Week 8-Day 3, p.1)	Do “Let’s Try This” Task 1: Picture Analysis Activity Sheet in English 6 (Quarter 2: Week 8-Day 4, p.1)	Do “Let’s Try This” Task 1: Unscrambled Activity Sheet in English 6 (Quarter 2: Week 8-Day 5, p.
D. Discussing new concepts and practicing new skills #1	Do “Let’s Try This” Task 2: Read Along Activity Sheet in English 6 (Quarter 2: Week 8-Day 1&2 p.2)	Do “Let’s Try This” Task 2: Read Along and Task 3: Talk About It Activity Sheet in English 6 (Quarter 2: Week 8-Day 3, p.2)	Do “Let’s Try This” Task 2: Read Along and “Let’s Try This” Task 3: Think About It Activity Sheet in English 6 (Quarter 2: Week 8-Day 4, p.2)	Do “Let’s Try This” Task 2: G Me Up Activity Sheet in English 6 (Quarter 2: Week 8-Day 5 ,p
E. Discussing new concepts and practicing new skills #2	Read “Let’s Study This” Activity Sheet in English 6 (Quarter 2: Week 8-Day 1&2, p. 2)	Read “Let’s Study This” Activity Sheet in English 6 (Quarter 2: Week 8-Day 3, p. 3)	Read “Let’s Study This” Activity Sheet in English 6 (Quarter 2: Week 8-Day 4, pp. 3-4)	Read “Let’s Study This” Activity Sheet in English 6 (Quarter 2: Week 8-Day 5, p
F. Developing mastery (leads to Formative Assessment 3)	Do “Let’s Do This” Task 3: Talk About It Activity Sheet in English 6 (Quarter 2: Week 8-Day 1&2, pp. 2-3)	Do “Let’s Do This” Task 3: Write Ups! Activity Sheet in English 6 (Quarter 2: Week 8-Day 3, p.3)	Do “Let’s Do This” Task 4: Choosy Me! Activity Sheet in English 6 (Quarter 2: Week 8-Day 4, p. 4)	Do “Let’s Do This” Task 4: Caterpillar Ideas Activity Sheet in English 6 (Quarter 2: Week 8-Day 5, p
G. Finding practical applications of concepts and skills in daily living	Do “Let’s Do More” Task 4: Pair Up Activity Sheet in English 6 (Quarter 2: Week 8-Day 1&2, p. 3)	Do “Let’s Do More” Task 4: Match Up Activity Sheet in English 6 (Quarter 2: Week 8-Day 3, p. 4)	Do “Let’s Do More” Task 4: Sing Along Activity Sheet in English 6 (Quarter 2: Week 8-Day 4, p. 5)	Do “Let’s Do More” Task 4: Up Activity Sheet in English 6 (Quarter 2: Week 8-Day 5, p
H. Making generalizations and abstractions about the lesson	Read “Let’s Remember This” Activity Sheet in English 6 (Quarter 2: Week 8-Day 1&2, p. 4)	Read “Let’s Remember This” Activity Sheet in English 6 (Quarter 2: Week 8-Day 3, p. 4)	Read “Let’s Remember This” Activity Sheet in English 6 (Quarter 2: Week 8-Day 4, p. 5)	Read “Let’s Remember This” Activity Sheet in English 6 (Quarter 2: Week 8-Day 5, p

I. Evaluating learning	Do “Let’s Evaluate” Task 5: Analyze This Activity Sheet in English 6 (Quarter 2: Week 8-Day 1&2, p. 4)		Do “Let’s Test Ourselves” Task 5 Testing... 1,2,3! Activity Sheet in English 6 (Quarter 2: Week 8-Day 3, p. 5)		Do “Let’s Test Ourselves” Task 5 Testing... 1,2,3! Activity Sheet in English 6 (Quarter 2: Week 8-Day 4, pp. 5-6)		Do “Let’s Test Ourselves” Do the final revision of their work. Activity Sheet in English 6 (Quarter 2: Week 8-Day 5, p. 6)
J. Additional activities for application or remediation	Do “Let’s Create” Task 5: Art Attack Activity Sheet in English 6 (Quarter 2: Week 8-Day 1&2, p.5)		Ask: What are subordinate conjunctions? Give some examples and use them in a sentence.		Tell: Think about common problems that we encounter in our community today. List down common topics that might interest you.		Tell: Choose the best composition and have it published/ displayed in your classroom bulletin board.
V. REMARKS	___Lesson carried. Move on to the next objective. ___Lesson not carried ____Re-teaching ____Transfer of lesson to the following day ____Lack of Time ____No class ____Achieved	___Lesson carried. Move on to the next objective. ___Lesson not carried ____Re-teaching ____Transfer of lesson to the following day ____Lack of Time ____No class ____Achieve	___Lesson carried. Move on to the next objective. ___Lesson not carried ____Re-teaching ____Transfer of lesson to the following day ____Lack of Time ____No class ____Achieve	___Lesson carried. Move on to the next objective. ___Lesson not carried ____Re-teaching ____Transfer of lesson to the following day ____Lack of Time ____No class ____Achieve	___Lesson carried. Move on to the next objective. ___Lesson not carried ____Re-teaching ____Transfer of lesson to the following day ____Lack of Time ____No class ____Achieve	___Lesson carried. Move on to the next objective. ___Lesson not carried ____Re-teaching ____Transfer of lesson to the following day ____Lack of Time ____No class ____Achieve	
VI. REFLECTION							
A. No. of learners earned 80% in evaluation.	____% of the pupils got 80% mastery	____% of the pupils got 80% mastery	— —				

			o t 8 0 % m a s t e r y		o t 8 0 % m a s t e r y
B. No. of learners who require additional activities for remediation.	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	— — — o f L e a r n e r s w h o r e q u i r e a d d i t i o n a	___ of Learners who require additional activities for remediation	— — — o f L e a r n e r s w h o r e q u i r e a d d i t i o n a

			l a c t i v i t i e s f o r r e m e d i a t i o n		l a c t i v i t i e s f o r r e m e d i a t i o n
C. Did the remedial lessons work? No. of learners who have caught up with the lesson	___Yes ___No ____ of Learners who caught up the lesson	___Yes ___No ____ of Learners who caught up the lesson	– – – Y e s – – – N o – – – o f L e	___Yes ___No ____ of Learners who caught up the lesson	– – – Y e s – – – N o – – – o f L e

			a r n e r s w h o c a u g h t u p t h e l e s s o n		a r n e r s w h o c a u g h t u p t h e l e s s o n
D. No. of learners who continue to require remediation.	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	— — — o f L e a r n e r s w h o r e	___ of Learners who require additional activities for remediation	— — — o f L e a r n e r s w h o r e

			q u i r e a d d i t i o n a l a c t i v i t i e s f o r r e m e d i a t i o n		q u i r e a d d i t i o n a l a c t i v i t i e s f o r r e m e d i a t i o n
E. Which of my teaching strategies worked well? Why did these work?	Strategies used that work well: ___ Group collaboration ___ Games	Strategies used that work well: ___ Group collaboration ___ Games ___ Power PointPresentation ___ Answering preliminary	S t r a t	Strategies used that work well: ___ Group collaboration ___ Games ___ Power PointPresentation ___ Answering preliminary	S t r a t

	___ Power PointPresentation ___ Answering preliminary activities/exercises ___ Discussion ___ Case Method ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method Why? ___ Complete Ims ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	activities/exercises ___ Discussion Case Method ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama Discovery Method Lecture Method Why? ___ Complete Ims ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	e g i e s u s e d t h a t w o r k w e l l : - - - G r o u p c o l l a b o r a t i o n	activities/exercises ___ Discussion Case Method ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama Discovery Method Lecture Method Why? ___ Complete Ims ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	e g i e s u s e d t h a t w o r k w e l l : - - - G r o u p c o l l a b o r a t i o n
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			- Games - - Powerpoint presentation - - Answering		- Games - - Powerpoint presentation - - Answering
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			p r e l i m i n a r y a c t i v i t i e s / e x e r c i s e s - - D i s c u s s i o		p r e l i m i n a r y a c t i v i t i e s / e x e r c i s e s - - D i s c u s s i o
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			n - - - C a s e M e t h o d - - - T h i n k - P a i r - S h a r e (T P S) - - - R e r		n - - - C a s e M e t h o d - - - T h i n k - P a i r - S h a r e (T P S) - - - R e r
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			e a d i n g o f p a r a g r a p h s / p o e m s / S t o r i e s — — — D i f f e r e n t		e a d i n g o f p a r a g r a p h s / p o e m s / S t o r i e s — — — D i f f e r e n t
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			i a t e d I n s t r u c t i o n — — — R o l e P l a y i n g / D r a m a — — — D i s c o		i a t e d I n s t r u c t i o n — — — R o l e P l a y i n g / D r a m a — — — D i s c o
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			Very Method – – Lecture Method Why? – – Complete Items		Very Method – – Lecture Method Why? – – Complete Items
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			– – – A v a i l a b i l i t y o f M a t e r i a l s – – – P u p i l s , e a g e r n e s		– – – A v a i l a b i l i t y o f M a t e r i a l s – – – P u p i l s , e a g e r n e s
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			s t o l e a r n - - - G r o u p m e m b e r , s C o o p e r a t i o n i n d o i n g t h		s t o l e a r n - - - G r o u p m e m b e r , s C o o p e r a t i o n i n d o i n g t h
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			e i r t a s k s		e i r t a s k s
F. What difficulties did I encounter which my principal or supervisor can help me solve?	☐ Bullying among pupils ☐ Pupils' behavior/attitude ☐ Colorful Ims ☐ Unavailable Technology Equipment (AVR/LCD) ☐ Science/ Computer Internet Lab ☐ Additional Clerical works ☐ Reading Readiness ☐ Lack of Interest of pupils	☐ Bullying among pupils ☐ Pupils' behavior/attitude ☐ Colorful Ims ☐ Unavailable Technology Equipment (AVR/LCD) ☐ Science/ Computer Internet Lab ☐ Additional Clerical works ☐ Reading Readiness ☐ Lack of Interest of pupils	– – B u l l y i n g a m o n g p u p i l s – – p u p i l s , b e h a v i	☐ Bullying among pupils ☐ Pupils' behavior/attitude ☐ Colorful Ims ☐ Unavailable Technology Equipment (AVR/LCD) ☐ Science/ Computer Internet Lab ☐ Additional Clerical works ☐ Reading Readiness ☐ Lack of Interest of pupils	– – B u l l y i n g a m o n g p u p i l s – – p u p i l s , b e h a v i

			o r / a t t i t u d e - - C o l o r f u l l i m s - - U n a v a i l a b l e T e c h n o l		o r / a t t i t u d e - - C o l o r f u l l i m s - - U n a v a i l a b l e T e c h n o l
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			o g y E q u i p m e n t (A V R / L C D) — — S c i e n c e / C o m p u t e r i n t e r		o g y E q u i p m e n t (A V R / L C D) — — S c i e n c e / C o m p u t e r i n t e r
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			netLab – Additional Clerical works – Reading Room		netLab – Additional Clerical works – Reading Room
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			i n e s s — L a c k o f I n t e r e s t o f p u p i l s		i n e s s — L a c k o f I n t e r e s t o f p u p i l s
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?	Planned Innovations: ___ Localized Videos ___ Making use big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition ___ Flashcards	Planned Innovations: ___ Localized Videos ___ Making use big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition ___ Flashcards	P l a n n e d I n n o v a t i	Planned Innovations: ___ Localized Videos ___ Making use big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition ___ Flashcards	P l a n n e d I n n o v a t i

			o n s : — — L o c a l i z e d V i d e o s — — M a k i n g u s e b i g b o o k s f r o m		o n s : — — L o c a l i z e d V i d e o s — — M a k i n g u s e b i g b o o k s f r o m
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			views of the locality – Recycling of plastics to be u		views of the locality – Recycling of plastics to be u
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			s e d a s l n s t r u c t i o n a l M a t e r i a l s - l o c a l p o e t i c a l c o	s e d a s l n s t r u c t i o n a l M a t e r i a l s - l o c a l p o e t i c a l c o
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			m p o s i t i o n — F l a s h c a r d s		m p o s i t i o n — F l a s h c a r d s
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