

 GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	VI
	Teacher:	File created by DepEd Click	Learning Area:	ENGLISH
	Teaching Dates and Time:	NOVEMBER 14-18, 2022 (WEEK 2)	Quarter:	2ND QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES					
A. Content Standards	The learner demonstrates... • understanding of the oral standards of English in order to participate in various oral communication demands (situation, purpose and audience) • understanding that English language is stress timed to support comprehension • understanding of text types to listen for different purposes from a variety of texts • understanding that words are composed of different parts to know that their meaning changes depending in context • understanding that reading a wide range of texts provides • understanding of different formats to write for a variety of audiences and purposes • command of the conventions of standard English grammar and usage when writing or speaking • understanding of library skills to research a variety of topics • demonstrates understanding of the various forms and conventions materials to critically analyze the meaning constructed in print, non-print, and digital materials				
B. Performance Standards	The learner... • 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 persuasivel • uses knowledge of stress and intonation of speech to appropriately evaluate the speaker’s intention, purpose and meaning • uses literal information from texts heard to construct an appropriate feedback • uses strategies to decode correctly the meaning of words in isolation and in context • uses knowledge of text types to correctly distinguish literary from informational texts • drafts texts using appropriate text types for a variety of audiences and purposes • uses the correct function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in various discourse (oral and written) • applies knowledge of non-verbal skills to respectfully give the speaker undivided attention and acknowledge the message • utilizes discrete techniques (general or specific) and applies appropriately them to all or most fields of study • 📺 evaluates effectively the message constructed and conveyed in various viewing texts				
C. Learning Competencies/ Objectives <i>Write the LC code for each</i>	Evaluate narratives based on how the author developed the elements	Evaluate narratives based on how the author developed the elements	Evaluate narratives based on how the author developed the elements	Evaluate narratives based on how the author developed the elements	
II. CONTENT	Determining the Tone, Mood, and Purpose of the Author	Determining the Tone, Mood, and Purpose of the Author	Determining the Tone, Mood, and Purpose of the Author	Determining the Tone, Mood, and Purpose of the Author	
THEME:					
III. LEARNING RESOURCES					
A. References					
1. Teacher’s Guide pages					
2. Learning Materials pages	English 6 Module, p. 1				
3. Textbook Pages					

4. Additional Materials from Learning Resource (LR) portal	Activity Sheet in English 6 (Quarter 2: Week 2)																																								
B. Other Learning Resources																																									
IV. PROCEDURE																																									
	What’s In Complete the following sentences. Write your answers on a separate answer sheet 1. My favorite book is _____. 2. When I read a book, I feel _____. 3. I read a book because _____. 4. My favorite author/writer is _____. 5. I also want to write stories because _____. 6. I usually read stories with _____. 7. When reading books, I learn _____. 8. The best time to read books is _____. 9. My favorite place in reading books is _____. 10. When reading books, I feel delighted especially when I am with my _____.	What is It In a story or any literary piece, the author’s point of view is reflected in the purpose of the selection. In determining the author’s purpose, mood and tone are important factors to consider. Tone is the author’s attitude towards the subject. It is the feeling, emotion, or attitude that the author wants the readers to experience. It can be created by the choice of words of the author and his/her viewpoint on a particular subject. Example: Excerpt from the Biography of Dr. Jose Rizal Jose Rizal was born in Calamba, Laguna in June of 1861 and was named Jose Protasio Rizal Mercado y Alonso Realonda. His family lived on rented property that was owned by a religious order from Dominica, which made them a family of wealthy farmers. (Truthful) <table><tr><th colspan="5">Some Examples of Tone Words</th></tr><tr><td>sad</td><td>light</td><td>playful</td><td>angry</td><td>ironic</td></tr><tr><td>bitter</td><td>candid</td><td>scary</td><td>humorous</td><td>generous</td></tr><tr><td>pompous</td><td>formal</td><td>cheerful</td><td>truthful</td><td></td></tr></table> Mood is a story’s atmosphere or the feeling the reader gets from the passage. It creates feelings that the author hopes	Some Examples of Tone Words					sad	light	playful	angry	ironic	bitter	candid	scary	humorous	generous	pompous	formal	cheerful	truthful		What I Have Learned Complete each statement. Write your answer on a separate answer sheet. The purpose of the author in writing a story is either to inform, to instruct, _____, and _____. Tone and mood are important in helping the reader determine the author's purpose in a selection. _____ is the attitude of the author towards the subject. _____ is a story's atmosphere or the feeling the reader gets from the selection.	Assessment A. Tone: Determine the tone of each paragraph by matching Column A with Column B. Write the letter of the correct answer on a separate answer sheet. <table><tr><th>A</th><th>B</th></tr><tr><td>1. playful</td><td>a. He has studied his plan and spent hours to finish it. He is eager to beat the deadline.</td></tr><tr><td>2. determined</td><td>b. The room is decorated with different colors of heart shapes, and petals of roses are scattered on the floor. It is a perfect night to celebrate my parents' wedding anniversary.</td></tr><tr><td>3. romantic</td><td>c. I wish I were a bird so that I could travel to many places. It would be easy for me to move from one place to another by widely spreading my wings.</td></tr></table> B. Mood: Determine the mood in each passage. Choose the best answer from the given choices and write it on a separate answer sheet. <table><tr><th>Passage</th><th>Mood</th></tr><tr><td>4. I woke up early to prepare myself for the first day of school. On my way to school, I was caught in a traffic jam for an hour. That was an unfortunate day for me!</td><td>frustrating mysterious suspenseful</td></tr><tr><td>5. I had fun baking cake with my mother by following the instructions she told me. I could not believe that I baked a cake!</td><td>exciting sorrowful frightening</td></tr><tr><td>6. I had a dream; I was walking in the middle of the night when I heard a voice screaming at the side of the road. I went to the place. I saw no one there and I felt someone was touching my hair.</td><td>romantic whimsical suspenseful</td></tr></table> C. Purpose of the Author: Determine the purpose of the author by choosing the correct answer inside the parenthesis. Write it on a separate answer sheet. 7. Boracay has pristine beaches with white sands. It is one of the perfect destinations to visit here in	A	B	1. playful	a. He has studied his plan and spent hours to finish it. He is eager to beat the deadline.	2. determined	b. The room is decorated with different colors of heart shapes, and petals of roses are scattered on the floor. It is a perfect night to celebrate my parents' wedding anniversary.	3. romantic	c. I wish I were a bird so that I could travel to many places. It would be easy for me to move from one place to another by widely spreading my wings.	Passage	Mood	4. I woke up early to prepare myself for the first day of school. On my way to school, I was caught in a traffic jam for an hour. That was an unfortunate day for me!	frustrating mysterious suspenseful	5. 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		the reader will experience. The author’s mood is often recognized through the words that he/she uses to develop the setting - the time and place of the events. Example: “I have asked myself many times: Is the Filipino worth suffering, or even dying, for? Is he not a coward who would really readily yield to any colonizer, be he foreign or homegrown? Is a Filipino more comfortable under an authoritarian leader because he does not want to be burdened with the freedom of choice? Is he unprepared, or worse, ill-suited for presidential or parliamentary democracy?” (Reflective) Some Examples of Mood Words <table><tr><td>happy</td><td>idyllic</td><td>joyful</td><td>gloomy</td><td>reflective</td></tr><tr><td>romantic</td><td>sorrowful</td><td>whimsical</td><td>fanciful</td><td>mysterious</td></tr><tr><td>frustrating</td><td>frightening</td><td>melancholic</td><td>sentimental</td><td>suspenseful</td></tr></table> The purpose of the author is either to inform, to persuade, to entertain, to instruct, or to criticize.	happy	idyllic	joyful	gloomy	reflective	romantic	sorrowful	whimsical	fanciful	mysterious	frustrating	frightening	melancholic	sentimental	suspenseful		the Philippines. Come and visit! (to entertain, to criticize, to persuade, to inform) 8. Philippines is rich in natural resources. It has wide agricultural lands, dense forests, and beautiful lakes and rivers. (to instruct, to entertain, to inform, to persuade)	
happy	idyllic	joyful	gloomy	reflective																
romantic	sorrowful	whimsical	fanciful	mysterious																
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	What’s New Read the story below. Write your answers to the following guide questions on a separate answer sheet.	What’s More Identify the tone, mood, and purpose of the author in the given selection. Choose the letter of the correct answer and write it on a separate answer sheet. 1-2: Purpose of the Author 1. In our situation nowadays, it is very important to use disinfectants to clean our	What I Can Do Write a paragraph on the effects of the pandemic. State also how it affects you mentally, emotionally, physically, and spiritually. Write it on a separate answer sheet.																	



The Lion and the Mouse
by Aesop

One day after a big meal, a great lion fell asleep at the door of his cave. As he was dreaming of all kinds of good things, he felt a thug at his mane and drowsily lifting up a paw, caught a little mouse.

"Grrrr," growled the lion. "What are you doing in my mane? I'll eat you up."

"Oh, please, your majesty," squeaked the mouse. "Please spare me. I had no idea you were a lion. I thought you were a haystack and I was looking for some nice hay for my nest. If you forgive me, and let me go, I'll repay you some day. One good turn deserves another."

Some days later, a party of hunters were looking for lions to put into the zoo. They saw his huge tracks, caught him, and threw a big net over him while they hurried off to bring back a cage.

The lion roared in anger and the jungle shook with his growls. The little mouse heard it and said, "I know that voice." And off he pattered at full speed in the direction of the roars. He found the lion tugging at the ropes of the net and making as much noise as a thunderstorm.

"Shhhhh," said the mouse the mouse. "Keep still and I'll take care of those ropes."

The little mouse gnawed away at the ropes and the lion was able to escape just as the hunters were returning with the cage.

"I told you I would repay you someday," smiled the mouse in triumph. Even a mouse can help a lion.

- Guide Questions:
1. What made the lion fall asleep after a big meal?
 2. What kind of animal did the lion catch?
 3. What did the lion desire to do with the mouse?
 4. Why did the mouse make a promise to the lion?
 5. What persuaded the lion to believe the mouse's promise?
 6. What did the mouse do to repay the lion's kindness?
 7. If you were the mouse, would you keep your promise to the lion? Why?
 8. What is the tone of the story?
 9. What mood is conveyed in the story?
 10. What do you think is the writer's purpose in writing the story?

floors and walls and bacterial soap to wash our hands and body. Always practice proper health protocol. A. to criticize B. to entertain C. to persuade

2. From Jovic Yee's news article on Philippine Daily Inquirer dated October 15, 2020: According to Health Undersecretary Maria Rosario Vergeire, the DOH understood the fatigue everyone was going through these days because of the restrictions put in a place to control the spread of the virus. A. to inform B. to instruct C. to entertain

3-4: Mood

3. Father just went home from work. He saw that his motorcycle was badly A. pity B. angry C. surprised A. joy B. fear C. excitement

damaged. His face turned red and he shouted, "Who used my motorcycle?"

4. It is already 10:00 in the evening, but her daughter is not yet home. The mother keeps on calling her but the line is out of reach that makes her anxious.

5: Tone

5. While Ana was walking on the street, she saw a beggar asking for food. In her hands was a pack of bread intended for her daughter, but instead she gave it to the beggar who needed it the most. A. benevolence B. pessimism C. cheerfulness

RUBRIC				
CRITERIA	POINTS			
	4	3	2	1
Tone and Mood	Presence of tone and mood are completely clear in the context of the paragraph.	Presence of tone and mood are clear in the context of the paragraph.	Presence of tone and mood are somewhat clear in the context of the paragraph.	Presence of tone and mood are unclear in the context of the paragraph.
Purpose of the Writer	The purpose of the writer is strongly conveyed.	The purpose of the writer is conveyed.	The purpose of the writer is slightly conveyed.	The purpose of the writer is not conveyed.
Mechanics	Punctuation marks and capitalization are effectively used.	Punctuation marks and capitalization are used.	Punctuation marks and capitalization are fairly used.	Punctuation marks and capitalization are ineffectively used.

V.REMARKS					
VI. REFLECTION					
A. No. of learners earned 80% in evaluation.					
B. No. of learners who require additional activities for remediation.					
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?	Strategies used that work well: ___ Group collaboration ___ Games ___ 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	Strategies used that work well: ___ Group collaboration ___ Games ___ 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	Strategies used that work well: ___ Group collaboration ___ Games ___ 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	Strategies used that work well: ___ Group collaboration ___ Games ___ 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	Strategies used that work well: ___ Group collaboration ___ Games ___ 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
F. What difficulties did I encounter which my principal or supervisor can help me solve?	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful Ims	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful Ims	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful Ims	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful Ims	___ 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	___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer Internet Lab ___ Additional Clerical works ___ Reading Readiness ___ Lack of Interest of pupils	___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer Internet Lab ___ Additional Clerical works ___ Reading Readiness ___ Lack of Interest of pupils	___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer Internet Lab ___ Additional Clerical works ___ Reading Readiness ___ Lack of Interest of pupils	___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer Internet Lab ___ Additional Clerical works ___ Reading Readiness ___ Lack of Interest of pupils ___ Lack of Interest of pupils
<i>G. What innovation or localized materials did I use/discover which I wish to share with other teachers?</i>	<i>Planned Innovations:</i> ___ Localized Videos ___ Making use big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition ___ Flashcards	<i>Planned Innovations:</i> ___ Localized Videos ___ Making use big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition ___ Flashcards	<i>Planned Innovations:</i> ___ Localized Videos ___ Making use big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition ___ Flashcards	<i>Planned Innovations:</i> ___ Localized Videos ___ Making use big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition ___ Flashcards	<i>Planned Innovations:</i> ___ Localized Videos ___ Making use big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition ___ Flashcards