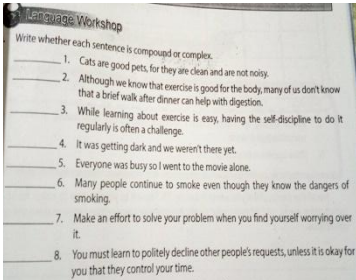
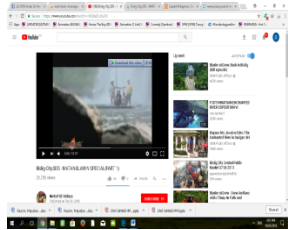
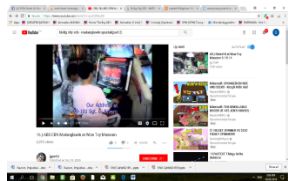


 GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	VI
	Teacher:	<i>Credits to the Writer of this DLL</i>	Learning Area:	ENGLISH
	Teaching Dates and Time:	JUNE 5-9, 2023 (WEEK 6)	Quarter:	4TH QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
--	--------	---------	-----------	----------	--------

I. OBJECTIVES					
A. Content Standards	• Demonstrates understanding of various non-verbal elements in orally communicating information • Demonstrates understanding that words are composed of different parts to know that their meaning changes depending in context • Demonstrates understanding of verbal and non-verbal elements of communication to respond back • Demonstrate understanding of the research process to write a variety of texts • Demonstrates understanding that a change in stress entails a change of meaning to evaluate the speaker’s/author’s purpose and meaning				
B. Performance Standards	• Orally communicates information, opinions and ideas effectively to different audiences for a variety of purposes • Uses strategies to decode correctly the meaning of words in isolation and in context • Uses a variety of strategies to provide appropriate feedback • Uses a variety of research strategies to effectively write a variety of texts for various audiences and purposes • Uses knowledge of stress and intonation of speech to appropriately evaluate the speaker’s intention, purpose and meaning				
C. Learning Competencies/ Objectives	Summarize the information from a text heard Inferring meaning of content-specific terms using -context clues -affixes and roots -other strategies	Use appropriate graphic organizer in text read	Use various types and kinds of sentences for effective communication of information/ideas (Compound-Complex Sentence)	Conduct short research projects on a relevant issue Make connections between information viewed and personal experiences	Revise writing for clarify -correct spelling -appropriate punctuation marks -transition/signal words
<i>Write the LC code for each</i>	EN6LC-IVe-3.6 EN6V-IVe-12.4.2.3	EN6RC-IVe-2.15.2	EN6SS-IVe-1.10	EN6V-IVe-1.4 EN6-IVe-2.3	EN6WC-IVe-2.2.1.1
II. CONTENT (Subject Matter)	Clarifying meaning of text heard Inferring meaning of borrowed word SUFFIX	Graphic organizer Research projects	Compound-Complex Sentence	Used to influence viewers Stereotypes, point of view , propaganda	Composing paragraph
III. LEARNING RESOURCES					
A. References					

1. Teacher's Guide/Pages	Curriculum Guide pp 138 of 227				
2. Learner's Materials Pages					
3. Textbook Pages	Essentials English 6 pp.360-361	Essentials English 6 pp.361--365	Essentials English 6 pp.367-370	Essentials English 6 pp.365-366	Essentials English 6 p 370
4. Additional Materials from Learning Resource(LR)portal					
B. Other Learning Resources	powerpoint	Chart, worksheet	powerpoint	powerpoint	Powerpoint
III. PROCEDURES					
A. Reviewing previous lesson or presenting new lesson	Recall how to make a summary of an informational text. *First tell what the text is all about *Second identify the topic *Then tell the key points	Match the meaning of the following words. 1. Antibiotic 2. Anti social 3. Antiseptic 4. Antigravity 5. Anti allergy - Against allergy - Against disease - Against in interacting with people - Against the pull of the earth - Against germs	 	Identify which of the following is a stereotype point of view. Susie is walking home from school when she sees a group of rambunctious older boys up ahead. She decides to cross the street to avoid them. How do stereotypes and the body's natural fight or flight response help to explain Susie's behavior. a. Susie's stereotypes told her to initiate a social response to the situation. b. Susie's stereotypes told her to initiate an avoidance response to the situation. c. Susie's stereotypes told her to initiate a flight response to the situation. d. Susie's stereotypes told	QUIZ/ Summative test

				her to initiate an acceptance response to the situation.	
B. Establishing a purpose for the lesson	Tell something about the following pictures.   Listen to the text about climate change. Summarize the information you heard answering the following questions to help you identify the key points. 1.What does climate change encompass/ cover? 2.Hiw does climate change affect almost all aspects of human, animal and plant life?	The following words are use in the story , give the meaning of the following words. 1. Prankster a.a person who plays paddle b.a person who plays joke c.a person who plays volleyball 2. saddle a. a leather-covered seat on the horse back b. a leather shoes or boots of a rider c. a leather cowboy hat 3. Conquest a. A person who succeeded b. A person failed in the battle c. A person who like to play games		Watch anyone these episodes of Matanglawin from youtube.https://www.youtube.com/playlist=PL2IUHvNcTzIY8r6ngphD1Jmxlgv1L5Uuk https://www.youtube.com/watch?v=BQdxZku5uD0   https://www.youtube.com/watch?v=paCitRaLdt0	
C. Presenting examples/ instances of the new lesson	What Might Happen to Earth's Climate Scientists think that Earth's temperature will keep going up for the next 100 years. This would cause more snow and ice to melt. Oceans would rise higher. Some places would get hotter. Other places might have colder winters with more snow. Some places might get more rain. Other places might get less rain. Some places might have stronger hurricanes.	Read the story of Pilandok. Pilandok was a prankster. He belonged to a poor family. One morning he left his parents to look for food. He walked and walked until he became tired. He lay down beneath a tree on which hung a huge beehive, closed one eye, and rested.	Here are some examples of dependent clauses: a. when you find the answer b. why he ran away c. if you need more time d. because you lost the money e. whenever you are ready	Write important information you learned from the episodes that you choose. Which part of the episode is related to your personal experience. Like your own experience with animals and experiments.	

	Based on the evidence, more than 97% of climate scientists have concluded that human-caused climate change is happening. Climate change is already causing significant impacts to people and ecosystems, and these impacts will grow much more severe in the coming years. We can choose to take economically sensible steps to lessen the damage of climate change, and the cost of inaction is much higher than the cost of action.	Soon a prince called Sumusong-sa-Alongan came by, riding on a horse. On his saddle hung many bags of gold and other beautiful things that he had won on his conquests. He asked Pilandok what he was doing under the tree. Without opening his eye, Pilandok answered that he was he servant of a powerful sultan and that he was guarding a royal gong whom no ordinary man may beat. And then he pointed up at where the beehive hung. "Let me beat the gong, Pilandok," Sumusong-sa-Alongan said. "No, the sultan will be angry with me if I let just any man beat the royal gong," Pilandok said firmly. "I am not an ordinary man. I am the son of a sultan myself. Here – I will give you a whole bag of gold if you will only let me beat the gong." Pilandok pretended to think. And after a while, he said "I'll take that bag. But please, beat the gong only when I am far away, for the sultan might come at the sound of it and chop off my head." Pilandok swept up the bag of gold and ran away as fast as he could. When Sumusong-sa-Alongan could no longer see him, the prince took a big stick from the ground and beat the beehive. Hundreds of angry bees were upon him in an instant, and if a troop of soldiers	Use the following dependent clause to a complex sentence.		
--	--	--	--	--	--

		had not come his way and helped him, he would have died. Pilandok lived happily with his bag of gold. Questions to answer: 1. Why did Pilandok decide to go to the wood? 2. How did he trick Somusun with regard to the beehive? 3. Did he able to convince Somusun? 4. What did Somusun do so Pilandok will let him have the gong? 5. If you were Somusun will you immediately believe Pilandok?			
D. Discussing new concepts and practicing new skills #1	The following words are from the text you heard. Give the root words and the affixes. 1.Sensible- 2.inaction- 3.significant- 4.economically-	Group Activity Choose a part of the story that you can dramatize. Observe accuracy, appropriate rate , proper expressions and correct pronunciation. Present your dramatization to the class.			

E. Discussing new concepts and practicing new skills #2	Read and study the following words try to give the meaning of the prefix anti-. 1.anti-aging 2.anti-allergy 3.anti-asthma 4.antibacterial 5.antibiotics 6.anti-cold Anti- means against, opposing or neutralizing.	Use graphic organizer to answer the given question below. Draw boxes as needed . 1. What do the incidents in the story tell about Pilandok? 2. What words describes him as you perceive him to be?	Using again the dependent clause add a compound sentence in your complex sentence.		
F. Developing Mastery (Lead to Formative Assessment)	Choose the word that best fit the definition. 1.Works against disease a. Anti social b. Antihero c. Antigravity d. Antibiotic 2.a protein that works against bacteria - a.antihuman - b.antigravity - c.antithesis d. antibody 3.against interacting with people - a.antisocial - b.antifreeze - c.antihuman - d.anti gravity 4.works against the effects of poison - a.antidote - b.antihistamine - c.antihero - d.antifreeze 5.against the pull of the earth - a.antihistamine - b.anti gravity		Arrange the following dependent clause and independent clause to make a compound-complex sentence. 1. If you find a job. You should work during the summer. But you should cut back on your hours during the school year. 2. I can never remember the batting order But I can always remember the position. That each person plays. 3. Ron is running for student council president, But he will not win. If he does not get the seniors' vote. 4. While my parents were at dinner. I cleaned the house.		

	c.antithesis d.anti hero		And my sister did the ironing. 5. The local newspaper will not fund our team. Unless we can find a co-sponsor. But I have no ideas for possible co-sponsors.		
G. Finding practical application of concepts and skills in daily living.	Use the following words with prefix anti in a sentence. 1. Anti biotic 2. Antidote 3. Antigravity 4. Antisocial 5. antiseptic				
H. Making Generalization and Abstraction about the lesson	What does prefix anti means?				
I. Evaluating Learning	Choose the word that best completes the sentences. 1. Use _____in cleaning the toilet. a. An antibiotic b. An antiseptic c. An antifreeze d. An antibody 2. An _____is given to kill the germs that causes the disease. a. Antique b. Antibiotic c. Antifreeze d. Antiseptic 3. Alcohol is an example of an_____. a. Antibody b. Antibiotic c. Antiseptic d. Antigravity	Make a graphic organizer about the text we heard yesterday about climate change.			

	4. Did the doctor recommend an _____for the patient cough? a.antibody b. antibiotic c.antiseptic d. antifreeze 5. Ana doesn't joined in any activities in school she is an _____person. a. Anti human b. Anti social c. Anti gravity d. antihero				
J. Additional Activities for Application or Remediation					
IV. REMARKS					
V. REFLECTION					
A. No. of learners earned 80% in the evaluation					
B. Number of learners who are required additional activities for remediation who scored below 80%					
C. Did the remedial lesson work? No. of learners who have caught up with the lesson					
D. Number 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 help me solve?					
G. What innovation or localized materials/discover which I wish to share with other teachers?					