

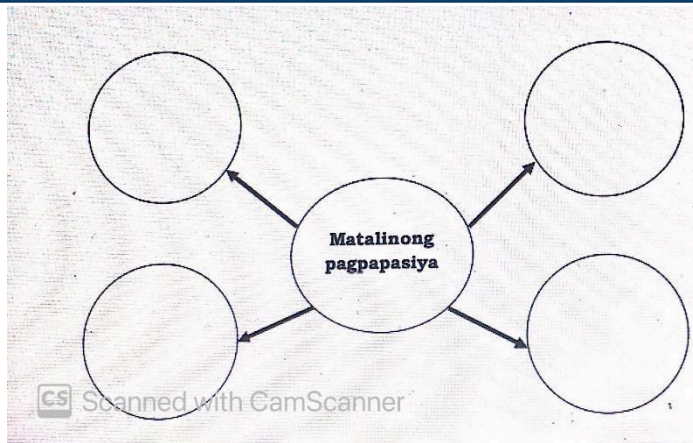
 GRADE 6 DAILY LESSON LOG	School:		Grade Level:	VI
	Teacher:		Learning Area:	ESP
	Teaching Dates and Time:	JULY 14 - 18, 2025 (WEEK 5)		Quarter:

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Content Standards <i>(Pamantayang Pangnilalaman)</i>	Naipamamalas ang pagunawa sa kahalagahan ng pagsunod sa mga tamang hakbang bago makagawa ng isang desisyon para sa ikabubuti ng lahat	Naipamamalas ang pagunawa sa kahalagahan ng pagsunod sa mga tamang hakbang bago makagawa ng isang desisyon para sa ikabubuti ng lahat	Naipamamalas ang pagunawa sa kahalagahan ng pagsunod sa mga tamang hakbang bago makagawa ng isang desisyon para sa ikabubuti ng lahat	Naipamamalas ang pagunawa sa kahalagahan ng pagsunod sa mga tamang hakbang bago makagawa ng isang desisyon para sa ikabubuti ng lahat	Naipamamalas ang pagunawa sa kahalagahan ng pagsunod sa mga tamang hakbang bago makagawa ng isang desisyon para sa ikabubuti ng lahat
Performance Standards <i>(Pamantayan sa Pagganap)</i>	Naisasagawa ang tamang desisyon nang may katatagan ng loob para sa ikabubuti ng lahat	Naisasagawa ang tamang desisyon nang may katatagan ng loob para sa ikabubuti ng lahat	Naisasagawa ang tamang desisyon nang may katatagan ng loob para sa ikabubuti ng lahat	Naisasagawa ang tamang desisyon nang may katatagan ng loob para sa ikabubuti ng lahat	Naisasagawa ang tamang desisyon nang may katatagan ng loob para sa ikabubuti ng lahat
Most Essential Learning Competencies <i>(Pamantayan sa Pagkatuto)</i>	2. Nakasasang-ayon sa pasya ng nakararami kung nakabubuti ito Week 2 EsP6PKP- Ia-i-37	2. Nakasasang-ayon sa pasya ng nakararami kung nakabubuti ito Week 2 EsP6PKP- Ia-i-37	2. Nakasasang-ayon sa pasya ng nakararami kung nakabubuti ito Week 2 EsP6PKP- Ia-i-37	2. Nakasasang-ayon sa pasya ng nakararami kung nakabubuti ito Week 2 EsP6PKP- Ia-i-37	2. Nakasasang-ayon sa pasya ng nakararami kung nakabubuti ito Week 2 EsP6PKP- Ia-i-37
Subject Matter <i>(Paksang Aralin)</i>	Pasiya Para sa Nakararami	Pasiya Para sa Nakararami (Continuation of Lesson)	Pasiya Para sa Nakararami	Pasiya Para sa Nakararami (Continuation of Lesson)	WEEKLY TEST

Learning Resources <i>(Kagamitang Panturo)</i>	<i>ESP 6- K to 12 MELC d. 86</i>	<i>ESP 6- K to 12 MELC d. 86</i>	<i>ESP 6- K to 12 MELC d. 86</i>	<i>ESP 6- K to 12 MELC d. 86</i>	<i>ESP 6- K to 12 MELC d. 86</i>
Procedure <i>(Pamamaraan)</i>					
a. Reviewing Previous Lesson or Presenting the New Lesson <i>Balik-Aral sa nakaraang aralin at/o pagsisimula ng aralin</i>	 <i>“Ano ang sitwasyon na ipinapakita sa mga larawan?”</i>	Review of the previous lesson	Review of the previous lesson Pagtalakay sa kasagutan sa ibinigay na takdang aralin		Review of the previous lesson
b. Establishing purpose for the lesson <i>Paghahabi sa layunin ng aralin</i>	<i>“Anu-ano sa tingin mo ang sanhi ng mga ito?”</i>				
c. Presenting example/instances of the new lesson <i>Pag-uugnay ng mga halimbawa sa bagong aralin</i>	<i>“Anu-ano sa iyong palagay ang mga epekto ng mga problemang makikita sa larawan?”</i> <i>“Sino ang higit na apektado sa kapabayaan ng bawat isa?”</i>		Masdan ang mga larawan 		Review exercises in preparation for the Quiz
d. Discussing new concepts <i>Pagtatalakay ng bagong konsepto at paglalahad ng bagong kasanayan #1</i>	<i>“Bilang batang mag-aaral, paano sa tingin mo ito masosolusyunan?”</i> Pagtatalakay sa matalinong pagpapasiya para sa nakararami sa pamamagitan ng semantic web		<i>“Anong sitwasyon ang ipinapakita sa mga larawan?”</i> <i>“Sa iyong palagay, Makabubuti ba o makakasama sa mga mag-aaral ang kanilang ginawa sa larawan? Bakit?”</i>		Quiz Proper. I.Lagyan ng tsek (/) kung tama ang isinasaad ng bawat pangungusap at nagpapahayag ng matalinong

e. Continuation of the discussion of new concepts

Pagtatalakay ng bagong konsepto at paglalahad ng bagong kasanayan #2



pagpapasiya at ekis (X) kung mali.

_____1.
Nakikiayon sa pasiya ng nakararami para sa ikaaayos ng suliranin.

_____2.
Nagagalit kapag hindi pumapanig sa gusto niyang mangyari ang kanyang kagrupo.

_____3. Iniisip ang mga sasabihin bago magsalita upang hindi makasakit ng damdamin.

_____4.
Mahinahong makisama sa mga kasama sa grupo.

_____5.
Inuunawa ang opinyon ng iba.

_____6.
Mahalagang sumangguni muna at alamin

ang opinyon sa iba bago magdesisyon.

_____7.
Pinag-iisipang mabuti muna ang mga plano bago isagawa.

_____8.
Agad-agad nagpapasiya upang masolusyonan ang problema.

_____9. Dahil siya ang leader gusto laging desisyon niya ang nasusunod dahil matalino siya.

_____10.
Marunong umunawa sa sitwasyon at nagdedesisyon ng may paninindigan para sa kapwa.

II. Essay.
Suriin ang sitwasyon.
Ipahayag kung ano

			<p>ang iyong dapat gawin.</p> <p>11-15. Naglalaro ka sa inyong bahay ng mga bago mong laruan, nakita ka ng iyong kalaro at nagsabi na sasali Siya, ngunit sinabi ng iyong nanay na huwag magpapasok ng ibang tao sa inyong bahay bago siya umalis. Ano ang iyong gagawin? _____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>f. Developing Mastery</p> <p><i>Paglinang sa Kabihasaan</i></p>			<p>Discussion of the correct answers.</p> <p>Recording of scores.</p>
<p>g. Finding practical applications of concepts and skills in daily living</p> <p><i>Paglalatap ng aralin sa pang araw-araw na buhay</i></p>	<p>Sagutin ang mga sumusunod:</p> <p>1. Ano- ano ang mga sakit na maaring makuha sa maruming kapaligiran?</p> <p>2. Sa iyong palagay, Paano makakatulong ang iyong pasya patungkol</p>	<p>Ano ang tamang pagpapasya sa mga sumusunod na sitwasyon?</p> <p>1. Pinipilit ka na pasamahin manood ng sine ng iyong kakalase, ano ang gagawin mo?</p>	

	<p>sa kalinisan ng ating kapaligiran?</p> <p>3.Paano nakakapekto sa iba ang iyong magiging desisyon patungkol sa kalikasan?</p>	<p>2. Nakita mong kinuha ng klasmeyt mo ang pera ng kanyang katabi, Paano mo ito pagpapasyahan?</p> <p>3. Nagsusunog ng basura ang iyong kapitbahay, ano ang gagawin mo?</p> <p>4. Wala ang mga magulang mo at nagugutom ka ngunit wala kang pambili ng pagkain, ano ang maaari mong gawin?</p> <p>5. Hindi mo nagawa ang gawaing bahay na ibinigay ng iyong guro. Nagsisimula na siyang mag tsek, ano ang gagawin mo?</p>	
<p>h. Making generalizations and abstractions about the lesson</p> <p><i>Paglalahat ng Aralin</i></p>	<p>"Pangalagaan ang Kalikasan, Para sa Kinabukasan ng Kabataan."</p>	<p>"Desisyon ay isipin munang mabuti, upang sa huli'y hindi magsisi."</p>	
<p>i. Evaluating learning</p> <p><i>Pagtataya ng Aralin</i></p>	<p>TAKDA.</p> <p>Magsaliksik ng mga suliranin na makikita sa pamayanan.</p>	<p>Journal Writing Activity.</p> <p><i>Sumulat ng isang journal na naglalahad ng karanasan na ikaw ay gumawa ng isang desisyon at isulat kung ano ang naging bunga nito.</i></p>	
<p>j. Additional activities for application or remediation</p> <p><i>Karagdagang gawain para sa</i></p>	<p>Magtala ng lima at isulat ang Iyong kapasyahan upang mabigyan ito ng solusyon.</p>		

<i>takdang-aralin at remediation</i>					
REMARKS <i>Mga Tala</i>	___ The Lesson was successfully done. ___ The lesson was not carried due to; ___ a. suspension of class ___ b. special non-working holiday ___ c. emergency meeting ___ d. the pupils need more mastery	___ The Lesson was successfully done. ___ The lesson was not carried due to; ___ a. suspension of class ___ b. special non-working holiday ___ c. emergency meeting ___ d. the pupils need more mastery	___ The Lesson was successfully done. ___ The lesson was not carried due to; ___ a. suspension of class ___ b. special non-working holiday ___ c. emergency meeting ___ d. the pupils need more mastery	___ The Lesson was successfully done. ___ The lesson was not carried due to; ___ a. suspension of class ___ b. special non-working holiday ___ c. emergency meeting ___ d. the pupils need more mastery	
REFLECTION <i>Pagninilay</i>	___% of the pupils got 80% mastery	___% of the pupils got 80% mastery	___% of the pupils got 80% mastery	___% of the pupils got 80% mastery	
a. Number of learners who earned 80% of the evaluation	___ of Learners who earned 80% above	___ of Learners who earned 80% above	___ of Learners who earned 80% above	___ of Learners who earned 80% above	
b. Number of learners who require additional activities for remediation who scored below 80%	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	
c. Did the remedial lesson work?	__Yes __No ___ of Learners who caught up the lesson	__Yes __No ___ of Learners who caught up the lesson	__Yes __No ___ of Learners who caught up the lesson	__Yes __No ___ of Learners who caught up the lesson	
d. Number of learners who have caught up with the lesson	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	
e. Number of learners who	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games	

<p>continue to require remediation</p>	<p><input type="checkbox"/> Solving Puzzles/Jigsaw <input type="checkbox"/> Answering preliminary activities/exercises <input type="checkbox"/> Carousel <input type="checkbox"/> Diads <input type="checkbox"/> Think-Pair-Share (TPS) <input type="checkbox"/> Rereading of Paragraphs/Poems/Stories <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Role Playing/Drama <input type="checkbox"/> Discovery Method <input type="checkbox"/> Lecture Method <i>Why?</i> <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's Cooperation in doing their tasks</p>	<p><input type="checkbox"/> Solving Puzzles/Jigsaw <input type="checkbox"/> Answering preliminary activities/exercises <input type="checkbox"/> Carousel <input type="checkbox"/> Diads <input type="checkbox"/> Think-Pair-Share (TPS) <input type="checkbox"/> Rereading of Paragraphs/Poems/Stories <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Role Playing/Drama <input type="checkbox"/> Discovery Method <input type="checkbox"/> Lecture Method <i>Why?</i> <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's Cooperation in doing their tasks</p>	<p><input type="checkbox"/> Solving Puzzles/Jigsaw <input type="checkbox"/> Answering preliminary activities/exercises <input type="checkbox"/> Carousel <input type="checkbox"/> Diads <input type="checkbox"/> Think-Pair-Share (TPS) <input type="checkbox"/> Rereading of Paragraphs/Poems/Stories <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Role Playing/Drama <input type="checkbox"/> Discovery Method <input type="checkbox"/> Lecture Method <i>Why?</i> <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's Cooperation in doing their tasks</p>	<p><input type="checkbox"/> Solving Puzzles/Jigsaw <input type="checkbox"/> Answering preliminary activities/exercises <input type="checkbox"/> Carousel <input type="checkbox"/> Diads <input type="checkbox"/> Think-Pair-Share (TPS) <input type="checkbox"/> Rereading of Paragraphs/Poems/Stories <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Role Playing/Drama <input type="checkbox"/> Discovery Method <input type="checkbox"/> Lecture Method <i>Why?</i> <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's Cooperation in doing their tasks</p>	
<p>f. What difficulties did I encounter which my principal or supervisor can help me solve?</p>	<p><input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works <i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition</p>	<p><input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works <i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition</p>	<p><input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works <i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition</p>	<p><input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works <i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition</p>	
<p>g. What innovation or localized materials did I use/discover which I wish to share with other teachers?</p>	<p><i>Strategies used that work well:</i> <input type="checkbox"/> Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments. <input type="checkbox"/> Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts. <input type="checkbox"/> Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects. <input type="checkbox"/> Contextualization:</p>	<p><i>Strategies used that work well:</i> <input type="checkbox"/> Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments. <input type="checkbox"/> Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts. <input type="checkbox"/> Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects. <input type="checkbox"/> Contextualization:</p>	<p><i>Strategies used that work well:</i> <input type="checkbox"/> Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments. <input type="checkbox"/> Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts. <input type="checkbox"/> Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects. <input type="checkbox"/> Contextualization:</p>	<p><i>Strategies used that work well:</i> <input type="checkbox"/> Metacognitive Development: Examples: Self assessments, note taking and studying techniques, and vocabulary assignments. <input type="checkbox"/> Bridging: Examples: Think-pair-share, quick-writes, and anticipatory charts. <input type="checkbox"/> Schema-Building: Examples: Compare and contrast, jigsaw learning, peer teaching, and projects.</p>	

Examples: Demonstrations, media, manipulatives, repetition, and local opportunities.

___Text Representation:

Examples: Student created drawings, videos, and games.

___Modeling: Examples:
Speaking slowly and clearly, modeling the language you want students to use, and providing samples of student work.

Other Techniques and Strategies used:

- ___ *Explicit Teaching*
- ___ Group collaboration
- ___ Gamification/Learning through play
- ___ Answering preliminary activities/exercises
- ___ Carousel
- ___ Diads
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