

 GRADE 6 DAILY LESSON PLAN	School	Santa Rita College, Pampanga Province	Grade Level	6
	Teacher	Mica Ella M. Santos	Learning Area	ENGLISH
	Teaching Dates and Time	APRIL 26, 2025 2:00-5:00 PM	Quarter	FIRST

I. OBJECTIVES	
A. Content Standards	Demonstrates understanding of literary devices used in texts.
B. Performance Standards	Analyzes figures of speech used in literary texts to derive meaning and enhance comprehension.
C. Learning Competencies/ Objectives Write the LC code for each.	Knowledge: Define and identify hyperbole and irony in short texts and sentences. (EN6RC-Ie-6.10) (EN6RC-Ie-6.11) Skill: Construct sentences using Hyperbole and Irony. Attitude: Show appreciation for figurative language by sharing and listening to creative ideas.
II. CONTENT/TOPIC	Figures of Speech – Hyperbole and Irony
II. LEARNING RESOURCES	
A. References	
1. Teacher's Guide pages	English CG for Grade 6 page 128
2. Learner's Materials pages	
3. Textbook pages	
4. Additional Materials from Learning Resource (LR) portal	
B. Other Learning Resources	Pictures White board, Markers, Projector, laptop, power point presentation, activity cards, cartolina, and video clip Video clip- Hyperbole and Irony https://youtube.com/watch?v=nCrP-KnRqfA&si=O9AwbHdX7PRkuPma
IV. PROCEDURES	
A. Reviewing previous lesson or presenting the new lesson	*Giving of Classroom Rules (tacked on the board) 1. Come to class on time. 2. Be ready to learn. 3. Listen and follow directions. 4. Raise your hand to speak. 5. Be respectful of others. 6. Ask questions. 7. Always do your best. 8. Try new things. 9. Believe in yourself. 10. Work hard and have fun.

	<p>*Review: What is Figurative language and where or why do we use it?</p> <p>-Show through power point presentation.</p> <p>*Unlocking of Difficulties: --What is Hyperbole and Irony? (Power Point Presentation)</p> <p>*Identify if the sentences are using exaggeration or contradiction</p> <ol style="list-style-type: none"> 1. My shirt it's so tight, my body is going to explode! 2. The police officer got a speeding ticket. 3. The exam is going to take a hundred years. 4. I'm so hungry I could eat a cloud. 5. Never going to listen, so I guess I'll just keep repeating myself.
B. Establishing a purpose for the lesson/Motivation/Motive Questions	<p>*Ask: Why do we sometimes exaggerate when we talk? Have you ever said something you didn't mean?</p> <p>I have here a two short comic strips that is related to our topic today which are the hyperbole and irony.</p> <p>Ask: What do you think this comic strips are trying to say? How do hyperbole and irony add to the humor?</p>
C. Presenting examples/instances of the new lesson	<p>*Present definition and examples of hyperbole and irony through PowerPoint.</p> <p>* Video clip- Hyperbole and Irony. https://youtube.com/watch?v=nCrP-KnRqfA&si=O9AwbHdX7PRkuPma</p> <p>Ask: What did you learn on the video clip about Hyperbole and Irony? Can you explain the difference of them based on the video clip?</p>
D. Discussing new concepts and practicing new skills #1	<p>*Listen carefully, I will read to you a short narrative story. You can also read quietly with the copy that you have. And, Be ready for a short activity later on.</p>

	<p style="text-align: center;">“The Sandwich”</p> <p>I attempted to prepare a sandwich, but the bread was tougher than a rock. The lettuce was limp like a wet noodle and the tomato was as big as the sun.</p> <p>After finally completing it, it was enormous it could feed an army. Biting into it, I muttered, “Mmmm, this is the best sandwich ever,” with a face of disgust.</p> <p>*Noting the significant details of the poem.</p> <p style="padding-left: 40px;">Ask: Can you spot the hyperbole and irony in the short story?</p> <p style="padding-left: 40px;">Can anyone underline it and explain its meaning or tone of the text?</p>
E. Discussing new concepts and practicing new skills #2	<p>*Independent Practice:</p> <p>* Write your own two sentences using hyperbole and two sentences using Irony based on your personal experience.</p>
F. Developing mastery (leads to Formative Assessment 3)	<p>Guided Practice</p> <p>Sentence Completion Challenge: Finish or complete the sentences in a manner that illustrates either irony or hyperbole and you can use only one figure of speech in every sentence.</p> <p>Special Reminders: Ask questions if you don’t understand something.</p> <ol style="list-style-type: none"> 1. This exam is so easy.... -This exam is so easy; I could do it in my sleep! (Hyperbole) 2. My tote bag is so heavy.... -My tote bag is so heavy; it must be full of air and feathers. (Irony) 3. The weather today is just perfect for.... -The weather today is just perfect for building a snowman at the desert. (Irony) 4. She’s such a fast runner that.... - She’s such a fast runner that she leaves her shadow miles behind. (Hyperbole)

	<p>*Checking of answers: *There 30 in the class Teacher selects a few learners' responses to share their answer to the whole class. The first sentence is an example of Hyperbole? Yes? Correct. The second sentence is an example of Hyperbole? No. it's an Irony. Does the sentence make sense? Yes How many got correct answers?</p>
G. Finding practical applications of concepts and skills in daily living	<p>Individual Activity: Identify what is a hyperbole and Irony. Read the sentences carefully. Write YYY if the sentences is hyperbole and NYEK if the sentences us Irony.</p> <p>Special Reminders to pupils before doing the activity:</p> <ol style="list-style-type: none"> 1. Ask question if you don't understand something. 2. Focus on the ideas, not the person. <p> _____ 1. She cried a sea. _____ 2. I can eat a butterfly _____ 3. A flight attendant with a fear of heights. _____ 4. His smile was a mile wide. _____ 5. A fire truck catches a fire. _____ 6. Greenland has lots of ice. _____ 7. We are walking on the sun. _____ 8. My day is going great. _____ 9. It's raining unicorn and horse. _____ 10. The dentist has a cavity. </p> <p>Individual activity:</p> <p>(Learners are given utmost recognition in the activity they are answered.)</p>
H. Making generalizations and abstractions about the lesson	<p>Ask:</p> <ol style="list-style-type: none"> 1. What is a Hyperbole? 2. What is an Irony? 3. What are the 3 types of Irony 4. How are they different? 5. Can you think of other situations/scenarios where we use hyperbole and irony in daily life?
I. Evaluating learning	<p>Evaluation: Direction: Choose the correct answer for the following questions in QUIZZZ.</p> <p>QUIZZZ link: https://quizizz.com/admin/quiz/680b80c9ae74caebb7f3e45e</p>

	*Checking of answers, monitoring the scores and submission of the quiz for recording is done right away after the test to interpret the result of the learners' progress.
J. Additional activities for application or remediation	Assignment: Bring a poem or short narrative story with Hyperbole and Irony; and explain its meaning.
V. REMARKS	
VI. REFLECTION	
A. No. of learners who earned 60% in the evaluation	
B. No. of learners who require additional activities for support/remediation	
C. Did the remedial lessons work? No. of learners who demonstrated improvement	
D. No. of learners who continue to require support/remediation	
E. Which of my teaching strategies were most effective in promoting and understanding of hyperbole and irony? Why did these work?	
F. What challenges/difficulties did I encounter which my principal or supervisor can help me solve?	
G. What innovation or localized materials did I use/discover which I wish to share with other teachers? What adjustments can be made to enhance their effectiveness?	

Prepared by:

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BSED 3-B